

BULLETIN MISSOURI STATE TEACHERS' ASSOCIATION

VOL. IV—No. I

E. M. CARTER, Editor

JANUARY 1918

Official Organ of the State Teachers' Association; published quarterly in January, April, July and October, under the direction of the Committee on Publications and Publicity of the Executive Committee.

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To Members:—If you change your address, please notify Secretary E. M. Carter, Columbia, Missouri, giving your old as well as your new address. Address all communications to E. M. Carter, Secretary, Columbia, Missouri.

Next Meeting M. S. T. A.—St. Louis, Nov. 7-9, 1918

The January Issue

The January issue of the Bulletin contains the Official Proceedings and Addresses of the General Sessions of the Association, held at Kansas City, Nov. 15-17, 1917. The proceedings and papers of the Department Sessions will be printed in the April issue of the Bulletin.

Resolution of Thanks

The following resolution was unanimously passed by the convention:

"We desire to express our appreciation to the Board of Education of Kansas City for the use of the public school buildings of the City and other courtesies of a material nature; to the Chamber of Commerce for providing Convention Hall for our general sessions; to the teachers of the city for numerous courtesies extended in various forms; to the high school boys and girls who have acted as ushers and pages; to the ministers who gave the invocations; to the musicians who have contributed so materially to our pleasure, and especially to Director Rosenberg and the Kansas City Symphony Chorus; to the press for reporting important features of the program; and to all others who have contributed in any way in making the Association such a splendid success."

The Reading Circles

The number of Teachers' Reading Circle books consigned to County Managers this year up to the first of January was about the same as in former years. The full report as to the number of copies of books sold has not yet been made by the County Managers.

The sales of Pupils' Reading Circle books have shown a splendid increase over last year. Up to January 15th the sales had run more than \$22,000.00 and the indications are that the total amount for the year will reach at least \$27,000.00. This is a very much larger sale than that of any previous year.

The Kansas City Meeting, November 15-17, 1917

The meeting of the Association held at Kansas City, November 15, 16, and 17, 1917, was a great meeting in every way. President Richardson and the Department Chairmen arranged a splendid program which was carried out on good time. The work of the local committees at Kansas City was excellent and throughout the meeting a fine spirit of co-operation was shown on the part of all.

The St. Louis Meeting, November 7-9, 1918

The new president, Miss Geeks, and the department chairmen have already begun on the program for the St. Louis Meeting, Nov. 7-9, 1918. A fine program is being prepared and the meeting will be one of the most successful and the largest in the history of the Association.

The Enrollment

Eleven thousand and thirty-six teachers and school people enrolled as members of the general State Teachers' Association and Divisions for the year 1917. The joint enrollment plan, whereby teachers may enroll in both the State Association and the District Association on the single fee of a dollar, has been very successful. It has generally had the effect of increasing the enrollment of the District Associations and at the same time of making the total enrollment for the State Association greater. The total enrollment, 11,036, for the State Association is listed by divisions as follows:

Division No. I: First Normal School District.....	1,593
Division No. II: Second Normal School District (Except Kansas City)....	1,461
Division No. III: Third Normal School District (Except St. Louis City) ..	1,358
Division No IV: Fourth Normal School District.....	1,492
Division V: Fifth Normal School District (Except St. Joseph).....	2,237
Division No. VI: St. Louis Division.....	1,195
Division No. VII: Kansas City Division.....	1,268
Division No. VIII: St. Joseph Division.....	380
Out of State	52
 Total Enrollment	11,036
Life Members	27
 Grand Total Enrollment	11,063

**M. S. T. A.
First in the Union
in Per Cent of
Gain**

A comparison of the enrollment in the various state associations for the years 1906 and 1917 shows that the Missouri Association with a gain in enrollment of 2693.9%, heads the list of state associations. The enrollment of the M. S. T. A. by years is as follows:

Year	Place of Meeting	Number Enrolled
1906	Moberly	395
1907	Joplin	667
1908	Kansas City	1325
1909	St. Louis	1,475
1910	St. Joseph	2,865
1911	Hannibal	1,995
1912	Springfield	2,934
1913	St. Louis	6,211
1915	Kansas City	7,956
1916	St. Louis	8,150
1917	Kansas City	11,036

**15,000
For 1918**

From the splendid reports this early received, it seems that the slogan of "15,000 enrolled in the General Association and Divisions for 1918" will be realized. This fine showing is to be made possible by the enthusiastic and loyal co-operation of all the school people of the State, which is placing the Missouri State Teachers' Association among the first in the union.

**Rural School
Investigation
and Study**

One of the most important pieces of educational work which has been undertaken by the Association in recent years is the Co-operative Investigation and Study of the Rural Schools of Missouri. In conducting this investigation, the Association is working in co-operation with the State Superintendent of Public Schools, the State Educational Institutions, the Missouri College Union and other persons interested in rural education.

The committee under whose direction the work is being done is composed of the following men: Hon. Uel W. Lamkin, Chairman, Jefferson City; Hon. W. K. James, St. Joseph; George Melcher, Kansas City; Hon. P. P. Lewis, Crescent; C. C. Burton, Piedmont; Herbert Pryor, Mexico; Hon. Wallace Crossley, Warrensburg; Mr. A. G. Capps of Columbia is Secretary.

Life Members The following is a list of the 27 life members of the Missouri State Teachers' Association:

J. D. Elliff, Columbia; S. E. Davis, Maryville; W. T. Carrington, Springfield; Lowell M. McAfee, Fairfield, Iowa; A. Ross Hill, Columbia; Geo. Melcher, Kansas City; F. M. Underwood, St. Louis; B. G. Shackelford, St. Louis; E. M. Carter, Columbia; James A. Koontz, Joplin; Isidor Loeb, Columbia; Cloyd N. McAllister, Kentucky; Charles J. Britton, St. Louis; Miss Willie Roberta Brunner, Asherville; H. H. Holmes, Kansas City; Ira Richardson, Maryville; John M. Campbell, Tiff; Miss Amelia C. Fruchte, St. Louis; Mrs. Hermia F. Adams, Browning; D. C. Elliott, Independence; Miss L. R. Ernst, St. Louis; W. O. Lewis, Liberty; Louis Ingold, Columbia; Lizzie L. White, Nevada; Oglesby Custer, Alton; I. N. Evrard, Marshall; Mrs. J. M. Greenwood, Kansas City. Who will be the 28th member?

GENERAL OFFICERS AND COMMITTEES FOR 1917

General Officers.

President, Ira Richardson, Maryville.
 First Vice-President, Geo. Melcher, Kansas City.
 Second Vice-President, Miss Myrtle Knepper, Cape Girardeau.
 Third Vice-President, T. J. Stewart, Flat River.
 Secretary-Treasurer, E. M. Carter, Columbia.

Executive Committee.

C. A. Hawkins, Chairman, Maryville; Ira Richardson, Ex-Officio, Maryville; T. E. Spencer, St. Louis; R. H. Emberson, Columbia; M. A. O'Rear, Springfield; H. L. Roberts, Cape Girardeau; Miss Lydia Montgomery, Sedalia. E. M. Carter, Ex-Officio Secretary, Columbia.

Sub-Committees of Executive Committee.

Finance: Chairman, Mr. O'Rear; Messrs. Roberts, Richardson and Hawkins.

Investigations and Legislation: Chairman, Mr. Emberson; Messrs. Richardson and Hawkins.

Publications and Publicity: Chairman, Mr. Spencer; Miss Montgomery and Mr. Hawkins.

Reading Circle Board.

C. C. Thudium, President, Fredericktown; Mrs. J. M. Greenwood, Vice-President, Kansas City; Harry Moore, Mt. Vernon; Ira Richardson, Ex-Officio, Maryville; Uel W. Lamkin, Ex-Officio, Jefferson City. E. M. Carter, Ex-Officio Secretary, Columbia.

Legislative Committee.

J. D. Elliff, Chairman, Columbia; W. W. Martin, Cape Girardeau; I. N. Evrard, Marshall; M. B. Vaughn, Montgomery City; Miss L. R. Ernst, St. Louis; Geo. Melcher, Kansas City; Uel W. Lamkin, Ex-Officio, Jefferson City.

Committee on Larger Revenue.

T. E. Spencer, Chairman, St. Louis; W. T. Carrington, Springfield; G. K. Gilpin, St. Joseph.

Committee on Constitutional and Statutory Code Relating to Education.

Isidor Loeb, Chairman, Columbia; J. W. Withers, St. Louis; W. T. Carrington, Springfield; Geo. Melcher, Kansas City; Uel W. Lamkin, Jefferson City.

Committee on Constitutional Convention.

Walter Williams, Chairman, Columbia; W. H. Black, Marshall; Wm. P. Evans, St. Louis; S. E. Davis, Maryville; W. S. Dearmont, Cape Girardeau.

Committee on Necrology.

T. E. Spencer, Chairman, St. Louis; J. E. McPherson, Secretary, Columbia; Miss Elma J. Webster, Kansas City; W. W. Thomas, Springfield; J. U. White, Flat River; L. McCartney, Hannibal; Mrs. Anna L. Sims, Plattsburg.

Committee on Resolutions by Congressional Districts.

Tenth, B. G. Shackelford, Chairman, St. Louis; Sixth, C. A. Phillips, Secretary, Warrensburg; First, Byron Cosby, Kirksville; Second, E. M. Sipple, Moberly; Third, W. S. Drace, Richmond; Fourth, J. A. Thompson, Tarkio; Fifth, E. B. Street, Independence; Seventh, Miss Martha Letts, Sedalia; Eighth, S. A. Baker, Jefferson City; Ninth, W. C. Johnson, Mexico; Eleventh, Miss Anna S. Merriman, St. Louis; Twelfth, E. J. Swift, St. Louis; Thirteenth, C. E. Burton, Piedmont; Fourteenth, Mrs. Clara E. Graham, Charleston; Fifteenth, Harry Moore, Mt. Vernon; Sixteenth, S. P. Bradley, Rolla.

Committee on Nomination of Officers by Congressional Districts.

Tenth, W. P. Evans, Chairman, St. Louis; Fourth, Miss Beatrice Winn, Secretary, Maryville; First, Felix Rothchild, Kirksville; Second, A. L. Threlkeld, Chillicothe; Third, W. R. Lowry, Grant City; Fifth, Mrs. Mary E. Griffin, Kansas City; Sixth, C. A. Phillips, Warrensburg; Seventh, Jno. P. Gass, Sedalia; Eighth, H. M. Belden, Columbia; Ninth, M. B. Vaughn, Montgomery City; Eleventh, Miss Estelle L. Windhorst, St. Louis; Twelfth, E. Geo. Payne, St. Louis; Thirteenth, D. E. Motherseed, Leadwood; Fourteenth, W. D. Grove, Poplar Bluff, Fifteenth, J. G. Pummill, Seneca; Sixteenth, A. G. Wisdom, Urbana.

Committee on Time and Place by Congressional Districts.

Third, Geo. H. Beasley, Chairman, Liberty; First, S. F. Bonney, Shelbina; Second, A. C. Gwinn, Trenton; Fourth, R. N. Malone, St. Joseph; Fifth, J. S. Tippitt, Kansas City; Sixth, L. M. List, Harrisonville; Seventh, W. T. Cartington, Springfield; Eighth, C. E. Chrane, Boonville; Ninth, M. C. Thomas, Vandalia; Tenth, R. G. Russell, Webster Groves; Eleventh, W. J. Stevens, St. Louis; Twelfth, Chas. Collins, St. Louis; Thirteenth, C. H. Williams, Marible Hill; Fourteenth, Louis Theilmann, New Madrid; Fifteenth, W. L. Coonrod, Carterville; Sixteenth, J. A. Pitman, Buffalo.

Local Committees at Kansas City

Executive Committee—I. I. Cammack, Chairman; J. K. West, A. H. Monsees; Alva R. Hamilton; A. E. Douglass; A. S. Green; Bessie M. Whiteley; J. H. Markley.

Hotels and Accommodations—J. K. West, Chairman; W. H. Johnson, V. H. Jaudon, H. S. Walter, R. A. Michael.

Receptions—A. H. Monsees, Chairman; H. E. Robinson, R. E. White, W. T. Longshore, J. F. Osborne.

Enrollment—Alva R. Hamilton, Chairman; Henrietta Campbell, J. M. Cotttingham, Henry King, Rose Wickey, assisted by all school principals.

Information and Publicity—A. E. Douglass, Chairman; J. J. Kirker, F. C. Shaw, Iva L. Thomas, Rowena Campbell.

Meeting Places and Decorations—A. S. Green, Chairman; Ida Barley, Otto Dubach, A. D. Boisseau, Elizabeth Dolan.

Music—Bessie M. Whiteley, Chairman; Lena Spoor, Walter Gidinghagen.

Finance—J. H. Markley, Chairman.

GENERAL OFFICERS AND COMMITTEES, DEPARTMENT OFFICERS AND DISTRICT OFFICERS FOR 1918

General Officers

President, Miss T. C. Gecks, St. Louis.

First Vice-President, J. M. Wood, Columbia.

Second Vice-President, W. H. Zeigel, Kirksville.

Third Vice-President, Louis Theilmann, New Madrid.

Secretary-Treasurer, E. M. Carter, Columbia.

Executive Committee.

R. H. Emberson, Chairman, Columbia; Miss T. C. Gecks, Ex-Officio, St. Louis; M. A. O'Rear, Springfield; H. L. Roberts, Cape Girardeau; Miss Lydia Montgomery, Sedalia; Miss Lizzie L. White, Nevada; Miss Elizabeth Buchanan, Kansas City.

Sub-Committees of Executive Committee.

Finance: Chairman, Mr. Roberts; Miss Buchanan, Miss Montgomery, and Miss Gecks.

Investigations and Legislation: Chairman, Mr. O'Rear; Miss White, Miss Buchanan and Mr. Emberson.

Publications and Publicity: Chairman, Miss Montgomery; Miss White, Miss Gecks and Mr. Emberson.

Reading Circle Board.

Mrs. J. M. Greenwood, President, Kansas City; Harry Moore, Mt. Vernon; Mrs. Margaret Squires, Carrollton; Miss T. C. Gecks, St. Louis; Uel W. Lamkin, Ex-Officio, Jefferson City.

Legislative Committee.

J. D. Elliff, Chairman, Columbia; W. W. Martin, Cape Girardeau; I. N. Evrard, Marshall; M. B. Vaughn, Montgomery City; Miss L. R. Ernst, St. Louis; Geo. Melcher, Kansas City; Uel W. Lamkin, Jefferson City.

Committee on Larger Revenue.

T. E. Spencer, Chairman, St. Louis; W. T. Carrington, Springfield; G. K. Gilpin, St. Joseph.

DEPARTMENT OFFICERS, 1918, M. S. T. A.

Universities, Colleges and Normal Schools and Junior Colleges: Chairman, J. M. Wood, Columbia; Secretary, Byron Cosby, Kirksville.

School Administration: Chairman, F. H. Barbee, Nevada; Vice-Chairman, Houck McHenry, Jefferson City; Secretary, Mrs. Myrtle Threlkeld, Shelbyville.

County Superintendents' Division: Chairman, T. R. Luckett, Sedalia; Secretary, Roxana Jones, Milan. **City Superintendents' Division:** Chairman, S. E. Seaton, Macon; Secretary, F. A. Cozean, Morehouse. **School Board Division:** Chairman, F. B. Miller, Webster Groves; Vice-Chairman, Arthur A. Hoech, Wellsburg; Secretary, Allen D. Morrison, Green City.

Secondary Schools: Chairman, V. A. Davis, St. Joseph; Vice-Chairman, Robt. M. Magee, Maryville; Secretary, Nellie Mack, Clayton.

Elementary Schools: Chairman, E. M. Sipple, Moberly; Vice-Chairman, Vernon G. Mays, St. Joseph; Secretary, Genevieve Apgar, St. Louis.

Missouri Society of Teachers of History and Government: Chairman, R. V. Harmon, Kansas City; Vice-Chairman, E. D. Lee, Sikeston; Secretary, J. E. Wrench, Columbia.

Missouri Society of Teachers of Mathematics and Science: President, O. M. Stewart, Columbia; Secretary, B. F. Finkel, Springfield; Treasurer, A. J. Schwartz, St. Louis. **Mathematics Division:** Vice-President, W. A. Luby, Kansas City; Secretary, Eula Weeks, St. Louis. **Science Division:** Vice-President, H. L. Roberts, Cape Girardeau; Secretary, Loula Van Neman, Kansas City.

Music: Chairman, Ethel Hudson, St. Louis; Secretary, Mabel Hope Justes, Carthage.

Missouri Association of Applied Arts and Science: Chairman, Grace Lyle, Kirksville; Vice-Chairman, Flora Snowden, Kirksville; Secretary, Jos. Guisinger, Kansas City. **Vocational and Manual Training Division:** Chairman, Roy Michael, Kansas City; Secretary, W. D. Hifner, Independence. **Fine Arts Division:** Chairman, Pauline Pabst, St. Louis; Secretary, Mary Gilmer, Kansas City.

Classics: Chairman, J. E. Hollingsworth, Marshall; Vice-Chairman, F. W. Shipley, St. Louis; Secretary, Clara Haggard, Mexico.

Educational Council: Chairman, Herbert Pryor, Mexico; Secretary, Helen McKee, Kahoka.

English: Chairman, V. C. Coulter, Warrensburg; Secretary, Dorothy Kaucher, St. Joseph.

Missouri Society of Teachers of Modern Languages: President, J. W. Heyd, Kirksville; Vice-President, John L. Deister, Kansas City; Secretary-Treasurer, Ada M. Jones, Kansas City. **German Division:** Chairman, J. W. Heyd, Kirks-

ville; Secretary, Mary H. Ross, Kansas City. **Romance Division:** Chairman, John L. Deister, Kansas City; Secretary Ada M. Jones, Kansas City.

Public Libraries: Chairman Arthur E. Bostwick, St. Louis; Vice-Chairman, J. Cunningham, St. Joseph; Secretary, C. E. Wells, Maryville.

Rural Schools: Chairman, Bert Cooper, Maryville; Vice-Chairman, Elizabeth Brainerd, Trenton; Secretary, Bethsue Pickett, Mound City.

Household Arts and Sciences: Chairman, Hettie Anthony, Maryville; Vice-Chairman, Miss Richardson, St. Louis; Secretary, Ida M. Shilling, Kansas City.

Teachers of Education: Chairman, Guy H. Capps, Bolivar; Secretary, Helen Davis, Excelsior Springs.

Missouri School Peace League: President, Louis Theilmann, New Madrid; Secretary-Treasurer, Mrs. J. M. Greenwood, Kansas City; Vice-Presidents: John R. Kirk, Kirksville; W. H. Black, Marshall; W. S. Dearmont, Cape Girardeau; R. F. Nichols, California; J. A. Koontz, Joplin.

Kindergarten-Primary: Chairman, Frances A. Burris, St. Joseph; Vice-Chairman, Alice Shallcross, St. Louis; Secretary, Mary Dysart, Columbia.

Commercial Training: Chairman, L. W. Beers, St. Louis; Vice-Chairman, R. V. Coffey, St. Louis; Secretary, Amy Meyer, Kansas City.

Parent-Teacher Association: Chairman, Ella V. Dobbs, Columbia; Vice-Chairman, Mrs. J. B. McBride, Springfield; Secretary, Lydia D. Montgomery, Sedalia.

Reading and Public Speaking: Chairman, J. Hamilton Lawrence, Parkville; Vice-Chairman, Charles F. Foster, Kansas City; Secretary, Roberta Sheets, St. Joseph.

Geography: Chairman, L. W. Rader, St. Louis; Secretary, Inez Wolfe, Kansas City.

Missouri Folk-Lore Society: President, Mary A. Owen, St. Joseph; Vice-Presidents: Lucy R. Laws, Columbia; Mrs. Eva W. Case, Kansas City; Jennie M. A. Jones, St. Louis; Mrs. Edward Schaaf, St. Mary's; Treasurer, C. H. Williams, Columbia; Secretary, H. M. Belden, Columbia.

Agriculture: Chairman, J. H. Gehrs, Warrensburg; Vice-Chairman, C. B. Gentry, Springfield; Secretary, Alphonso Gorrell, Butler.

OFFICERS, DISTRICT ASSOCIATIONS OR DIVISIONS, 1918

Division 1: Northeast Missouri Teachers' Association—Kirksville: President, O. G. Sanford, Palmyra; 1st. Vice-President, Miss Frankie Connell, Hannibal; Secretaries: Mark Burrow, Kirksville; T. G. Nichols, Edina.

Division 2: Warrensburg Normal District Teachers' Association—Warrensburg: President L. M. List, Harrisonville; 1st Vice-President, John P. Gass, Sedalia; Cor. Secretary, Miss Sara E. Spencer, Lees Summit; Treasurer, W. E. Morrow, Warrensburg; Managing Secretary, C. A. Phillips, Warrensburg.

Division 3: Southeast Missouri Teachers' Association—Cape Girardeau: President, A. S. Boucher, Dexter; 1st Vice-President, F. W. Snider, Jackson; 2nd Vice-President, Mrs. Clara E. Graham, Charleston; 3d Vice-President, C. A. Norvell, Illmo; Secretary, A. C. Magill, Cape Girardeau; Treasurer, J. T. McDonald, Jackson; Railroad Secretary, R. S. Douglass, Cape Girardeau.

Division 4: Southwest Missouri Teachers' Association—Springfield: President, M. J. Hale, Monett; 1st Vice-President, E. H. Carender, Greenfield; 2nd Vice-President, Truman Hayes, Forsyth; Secretary, Miss Louise Nixon, Springfield; Treasurer, Sam A. Miller, Marshfield.

Division 5: Northwest Missouri Teachers' Association—Maryville: President, A. Boyd, Albany; 1st Vice-President, G. H. Beasley, Liberty; 2nd Vice-President, S. E. Davis, Maryville; 3rd Vice-President, Miss Nelle K. Sutton, Bethany; Secretary, C. A. Hawkins, Maryville; Treasurer, Miss Elizabeth Brainerd, Trenton.

Division 6: St. Louis Division: President, L. W. Rader, Columbia School, St. Louis; Secretary-Treasurer, Geo. N. Martin, Farragut School, St. Louis.

Division 7: Kansas City Division: President, I. I. Cammack, Library Bldg., Kansas City; Vice-President, J. H. Markley, Library Bldg., Kansas City; Secretary-Treasurer, Miss Esther Crowe, Central High School, Kansas City.

Division 8: St. Joseph Division: President, Vernon G. Mays, Board of Education, St. Joseph; Vice-President, Merle C. Prunty, Central High School, St. Joseph; Secretary, W. I. Griffith, Benton School, St. Joseph; Treasurer, Miss Fannie Brennan, Board of Education, St. Joseph.

OFFICIAL PROCEEDINGS
OF THE GENERAL SESSIONS
FIFTY-SIXTH ANNUAL MEETING
OF THE
Missouri State Teachers' Association
HELD AT
CONVENTION HALL, KANSAS CITY

November 15, 16, and 17, 1917

**FIRST GENERAL SESSION—THURSDAY MORNING, NOVEMBER 15,
9 O'CLOCK.**

The Fifty-Sixth Annual Session of the Missouri State Teachers' Association was called to order in the Convention Hall, Kansas City, at 9:00 A. M., November 15, 1917, by President Ira Richardson. Miss Lydia Montgomery reported the meeting.

The music was given by the String Quartette, Manual Training High School, Bertrand E. Rigg, Director.

The invocation was given by Rev. Henry Marcotte, Second Presbyterian Church.

Music by Chorus, Westport High School, Mrs. Effie Hedges, Director.

Superintendent I. I. Cammack, of Kansas City, delivered the address of welcome.

Hon. Uel W. Lamkin, State Superintendent of Public Schools, Jefferson City, delivered an address on "The Task of Tomorrow for Missouri Schools."

Hon. Wm. P. Borland, Member of Congress from the Kansas City District, delivered an address on "Uncle Sam at War."

Announcements by the President.

The report of the Committee on Necrology was postponed until Friday evening session.

No further business appearing the meeting adjourned.

**SECOND GENERAL SESSION—THURSDAY EVENING, NOVEMBER 15,
8 O'CLOCK.**

Meeting was called to order by President Richardson. Miss Lydia Montgomery reported the meeting.

Music: a. Piano Solo, Mr. John Thompson, Kansas City Conservatory of Music. b. Vocal Solo, Mr. Allen Hinckley, Kansas City Conservatory of Music.

The invocation was given by Rev. Andreas Bard, English Lutheran Church.

Mr. B. G. Shackleford, St. Louis, Chairman of the Committee on Resolutions, made the preliminary report as to Educational Policy for that Committee. The final report will be given at a later session and published.

Prof. C. A. Hawkins, Chairman of the Executive Committee, gave the report for the Committee. The report follows:

REPORT OF EXECUTIVE COMMITTEE

Kansas City, Mo., November 15, 1917.

To the Missouri State Teachers' Association:

In compliance with Article VI, Section IV, of the Constitution and By-Laws of this Association, your Executive Committee presents its annual report of the business transacted by it, and the recommendations which it deems worthy of your consideration. The report will be submitted in two parts, as follows:

PART 1. Report of the fiscal year from June 1, 1916, to June 1, 1917.

PART 2. A calendar report of the Association's finances, and the business done by this Committee from November 18, 1916, to November 15, 1917. The financial report under Part 2, is only tentative, and the balances show a close approximation of the finances of the Association.

PART 1

Balance in General Funds June 1, 1916	\$5,863.14
Balance in Reading Circle Funds June 1, 1916	1,454.11

Total Balance	7,317.25
Balance in General Funds June 1, 1917	\$4,491.87

(Itemized receipts and expenditures will be published in the Bulletin in January, 1918).

Balance in Reading Circle Funds June 1, 1917	\$2,628.56
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Total Balance	\$7,119.83
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It will be seen that the General Funds in June, 1917, were below the 1916 balance by \$1,371.87. The decreased balance is accounted for by an appropriation of \$2,000.00 for the work of the Constitutional Convention Committee, and also by the increased expense in carrying on the business of the Association. The Constitutional Convention Committee reports a balance of a little more than \$3,400.00.

The Reading Circle Balance for 1917 shows an increase, as you will see, of \$1,144.45 over that of June, 1916.

PART 2

Balance in General Funds on hand Nov. 14, 1917, approximately.....	\$7,674.20
Receipts from Enrollment after Nov. 14, 1917, estimated	1,500.00

Total	\$9,174.20
Bills Payable	1,765.00
Estimated amount on hand in General Fund, including the receipts and expenses of this meeting of the Association.....	7,409.20
Reading Circle Funds on hand	\$13,018.70
Bills Payable, estimated	9,176.00

Balance, estimated	3,842.70
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Total Balance, estimated	\$11,251.90
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The Committee has approved the plans of the State Superintendent of Schools for a joint study of the rural schools of the State by the Department of Education and the State Teachers' Association; and has appropriated \$2,000.00 of the Association's funds to assist in making the study. The assistance of the Normal Schools, the State University, and other educational institutions has been solicited to carry on the work. The principal object of the undertaking is to collate data as a basis for desirable legislative enactments, and for the general improvement of our rural schools. This study is not only in harmony with the wishes of the Governor of the State, but was influenced to be made largely at his request.

The Committee also has divided the State into eight Districts for enrollment purposes, to be operated as Divisions of the State Association. The joint enrollment plan has been adopted, whereby enrollment in any division carries with it membership in the general association. The payment of \$1.00—sixty-five cents of which is to be retained by the general association and

thirty-five cents returned to the division associations, creates membership in both associations. It was contemplated that each division would arrange its own programs, conduct its own meetings, and make such recommendations through its resolutions committee to the general association as it should think best. It was thought advisable that the general association, as formerly, should control general policies, direct legislation, and fulfil in a direct way all the purposes of its organization as stated in its constitution and by-laws. The object of the division was to extend the influence and benefits of the State Teachers' Association to a very much larger body of teachers than had heretofore been done and also to simplify the work of the Association.

The following resolution was adopted at a recent meeting of the committee:

"Resolved, that the Executive Committee of the Missouri State Teachers' Association favors the establishment of a U. S. Bureau of Educational Standards and Educational Measurements to collect, classify, and organize the results of the various school surveys that have been made, and are being made, in both city and rural schools, and the results of research work done by State Departments of Education, State Educational Institutions and City Bureaus of Education and Research, with a view to putting these results in form easily available and practical for the use of teachers and school administrators in their efforts to improve educational work; and also to co-operate with all the various agencies that are now, or may be in the future, engaged in school survey and educational research, with a view to making all this valuable work more efficient and to eliminate useless duplication of work. Further be it

Resolved, that the State Superintendent of Public Schools of Missouri, Hon. Uel W. Lamkin, is requested to present in person said Resolution to the United States Commissioner of Education." The United States Commissioner of Education replied to Secretary Carter on this subject, as follows: That the matter should be taken up with the Senators and Representatives in Congress from Missouri.

The Committee has appropriated \$500.00 to assist in teaching Patriotism in the schools of the State. The money appropriated is to be expended in the purchase of pamphlets edited by Dr. Judd, an appointee of the President of the United States for this purpose, and to be sent, one copy each to all the schools of the State.

Very respectfully submitted,

C. A. HAWKINS, Chairman
IRA RICHARDSON, Ex-Officio Member
T. E. SPENCER
R. H. EMBERSON
M. A. O'REAR
H. L. ROBERTS
MISS LYDIA MONTGOMERY
Executive Committee.

A discussion of "The Future Work and Organization of the Missouri State Teachers' Association" was given by President W. S. Dearmont, Cape Girardeau.

MajorGeneral Leonard H. Wood, U. S. A. delivered the principal address of the evening, emphasizing the great importance of preparedness.

No further business appearing the meeting adjourned.

THIRD GENERAL SESSION—FRIDAY MORNING, NOVEMBER 16, 9 O'CLOCK.

The Third General Session was held in three divisions as follows:

Division I. Elementary Education, Convention Hall.

The meeting was called to order by First Vice-President George Melcher, who presided. Miss Lydia Montgomery reported meeting.

The music was furnished by: a. Kinder Orchestra, Woodland School, Miss V. Dill and Miss C. Bower, Trainers. b. Advanced Orchestra, Woodland School, Mr. G. W. O'Donnell, Director.

Principal J. J. Mahoney, State Normal School, Lowell, Mass., delivered an address on "Standards in English."

Superintendent J. H. Francis, of Columbus, Ohio, who was on the program, was unable to be present on account of a change in train schedule.

Mr. J. L. McBrien, U. S. Bureau of Education, Washington D. C., delivered an address on "The Qualifications of School Teachers."

No further business appearing the meeting adjourned.

Division II. Secondary and Higher Education, Polytechnic Institute.

Meeting called to order by Professor R. H. Emberson, Member of Executive Committee, who presided.

The music was given by mixed Chorus with Orchestral Accompaniment, Central High School, Miss Marie F. Whitney, Director.

Chancellor Frederic A. Hall, Washington University, St. Louis, delivered an address on "Privately Endowed Institution as Related to the System of Public Instruction."

An address on "Some Ideals in Secondary and Higher Education" was delivered by President A. Ross Hill, University of Missouri, Columbia.

Address, "Modern Discovery and the Study of History in the American Schools," Dr. James H. Breasted, University of Chicago.

No further business appearing the meeting adjourned.

Division III. Community Auxiliary Agencies in Education, Grand Ave. Temple.

Meeting called to order by President Richardson.

The orchestra of the Northeast High School, Frank Chaffey, Director, gave the musical numbers.

An address on "Community Life in the School House" was given by Mr. C. Howard Mills, Director of Social Center, Kansas City.

Miss Ella Victoria Dobbs, of the University of Missouri, gave an address on "Significance of Women's Clubs and Parent-Teacher Associations in Community Service."

Professor Osburne M. McConathy, of the Northwestern University School of Music, Evanston, Illinois, spoke on "Music in the Community."

President Richardson made announcements.

No further business appearing the meeting adjourned.

FOURTH GENERAL SESSION—FRIDAY EVENING, NOV. 16, 8 O'CLOCK.

Meeting was called to order by President Richardson.

Principal T. E. Spencer, Chairman of the Committee on Necrology, gave the report for this Committee. As a part of this report, President Carrington, of Springfield, paid tribute to Superintendent Fairbanks; President Kirk, of Kirksville, to Professor A. P. Settle; and Superintendent J. E. McPherson, of Columbia, to Dr. Abner Jones. The report of the Committee on Necrology, which was unanimously adopted by a rising vote, follows:

REPORT OF THE COMMITTEE ON NECROLOGY.

When those who have been associated with us in our work of education, who have shared our ideals and have labored beside us for their attainment.—When they cease from their labors and pass from our ken forever, it is altogether fitting that we who remain a little longer in the vineyard pause a moment to meditate upon the change, to give due meed of praise to the departed, and to learn lessons of wisdom and humility from their example.

We recall, with reverence, the words of Saint John, the Divine, "I heard a voice from Heaven, saying, Write. Blessed are the dead who die in the Lord from henceforth. Yea, saith the Spirit, that they may rest from their labors for their works do follow them."

Your Committee cannot know of all worthy members of this Association who have passed away during the past year, but we desire that all such may be included in our respectful remembrance at this hour.

We, therefore, request that all present stand, and remain standing for a few moments in silence, paying tribute to the dead of our number whom each may be able to call to mind as we reflect upon their virtues and public service.

The Committee has called to its assistance the services of President Carrington, President Kirk, Principal Stevens, and Superintendent McPherson, who have known intimately certain deceased members of our Association whose public services and wide acquaintance call for special tributes to their memory at this time. Each of these gentlemen will speak briefly, as part of the report of this Committee.

TRIBUTE TO SUPERINTENDENT BEN BLEWETT.

During the year just past death has claimed a heavy toll from our membership, has removed some of the high distinction in our service. Not the least of these was Dr. Ben Blewett, Superintendent of Instruction of the St. Louis Public Schools, once President of this Association, often a member of its most important committees, recently President of the Department of Superintendence of the National Education Association, and prominent in National Education Councils.

Supt. Blewett died suddenly, January 26th, 1917, in Washington, while delivering an address before a Committee of the Congress of Constructive Patriotism. His last words were uttered in defense of the loyalty and patriotism of the women teachers of America, repelling aspersions which had been cast upon them, bearing testimony to their character in these words, the very last which fell from his lips: "Our Public School Teachers are a noble body of women, instinct with patriotism of the highest character. If they lean toward Peace to the detriment of national security, let us tell them, let us show them how to assist."

Representatives of our State Teachers' Association attended Mr. Blewett's funeral in St. Louis, and your Executive Committee sent out the following announcement of his death: "The Missouri State Teachers' Association, through their Executive Committee representing eight thousand and more individual teachers of Missouri, extend to the bereaved family of our deceased brother, to the bereft teachers and citizens of St. Louis, profound sympathy in the loss of their co-worker and educational leader, Ben Blewett, Superintendent of Instruction for the city of St. Louis.

"Though his life's work dealt chiefly with the educational problems of the city, his broad sympathies and his wide vision led him to exert his potent influence for the betterment of the cause of education throughout his State and Nation. Our Association has lost an ornament to our profession; all humankind has lost a friend."

We shall miss Ben Blewett's presence at our meetings, where for years he has been a notable figure. In physical appearance he was most striking, giving an impression of soldierly precision, an aspect and manner of almost military brevity and abruptness. We have thought what a fine soldier he would have made if Fate had called him to military service. A soldier such as Stonewall Jackson he would have made: God-fearing, but relentless in duty; great-hearted, but exacting in obedience; full of human sympathy, but driving his men to the limit of human endurance. And his soldiers would have followed him, as the whole people of the great city of St. Louis learned to follow him, because of confidence in his rectitude and in his wisdom.

His aspect of military reserve kept many of his fellow workers from coming close to him, from knowing him better, "for there are some hearts like wells, green-mossed and deep as ever summer saw, and cool their waters sleep—yea, cool and sweet, but we must come to draw."

Gradually, day by day and year by year, the teachers of St. Louis came to know that Ben Blewett possessed a heart warm and tender, big enough to extend sympathy to all who stood in need of sympathy. Not alone the corps of teachers, but the populace of that great city of almost a million souls, came to know Ben Blewett as a square man. His sincerity was without a flaw. Every teacher in the system, every parent in the city, felt that he

could be sure of a square deal in any matter referred to the superintendent's personal decision. Rectitude was his watch-word. No; rectitude with him was more than watch-word, it was the very essence of his personality. A straight line was for him not only the shortest distance between two given points, but it was for him the only path to follow in traversing that distance. He never resorted to "indirections to find directions out." Rectitude of purpose, rectitude of action, characterized all he undertook. A life ordered upon a straight line distinguished all he was and all he did.

He possessed an **open mind**. Those who sat in his councils held to revise the course of study and to solve administrative problems for the St. Louis schools can testify to this open-mindedness of the man. When undertaking that important work, he laid down this premise: Simply because certain conditions and practices have obtained and have found currency in the St. Louis school system is in no sense a reason for their continuation. They must find justification in sound educational philosophy, or they must go by the board. And throughout the course of that series of meetings to formulate the New Course of Studies Mr. Blewett never departed from that position.

Up to the hour of his death he was a **growing man**, and his value to his city, his State and his Country was never greater than during the last year of his life. In the midst of the confusion of educational theories and practices, he preserved an admirable poise. He held that those things alone are **most valuable** in educational practice which **nourish the spirit**; that our efforts in the education of the young should tend toward a realism suitable to the individuality of the child and his mental development. He saw clearly that our children will live in a **collective future** which will be different from **our collective present**; that we can do something toward shaping that collective future by keeping our eyes on it, and can do much to prepare the future citizens for that tomorrow.

The Resolution upon Mr. Blewett's life and public services, adopted at a meeting of the teaching corps of St. Louis, contained this tribute to his work:

"Not only in his clear vision of what ought to be done, but in his remarkable ability to accomplish results in harmony with his policy, he stood without a peer in American city education. The substantial progress made by the public schools of St. Louis during his administration has not been equalled during any similar period in the history of the city.

"Mr. Blewett's activity as a citizen grew with his fame as an educator. He was more than a City Superintendent of Instruction. His experience ripened into wisdom, his progressive conservatism, his comprehension of the varied fields of education made him a leader in the Nation's most significant body of educators. He was open to every call of public duty and brought to service of his City, State and Country the benefit of his wise counsel and business sagacity. This service was recognized by his Alma Mater, Washington University, which recently conferred upon him its highest honor, the Degree of Doctor of Law."

In Ben Blewett's departure, we, and all mankind, have lost a friend—a man of rectitude, a man of vision, a man of large powers and of comprehensive sympathies, public spirited, philanthropic, charitable in spirit as well as with purse, courteous, brave—a leader in our councils, a voice of wisdom in our perplexity, a staff on which to lean in our infirmity; a noble, knightly man, who ever bore the white flower of a stainless life.

Such spiritual power cannot be lost. Somewhere still its influence is potential.

"Oh strong soul, by what shore
Tarriest thou now?
Somewhere, surely, afar,
In the sounding labor-house vast
Of being is practiced that strength,
Zealous, beneficent, firm."

TRIBUTE TO PROFESSOR A. P. SETTLE.

(By President John R. Kirk.)

I first knew Professor A. P. Settle about 1891, say twenty-six years ago. At that time he was characteristically reticent. I saw him frequently in conventions of various kinds. It was in the early summer of 1894 that I first began to have some knowledge of his mental qualities. We were at Perle Springs, near Warrensburg, in a convention. W. T. Carrington had been nominated by the Democrats for the state superintendency of schools. Not realizing that I should soon have personal interest in the nomination by another political party I sought to put Mr. Carrington on record regarding a certain propaganda. Mr. Settle said to me that I ought not to do it, for it might require Mr. Carrington to align himself prematurely and might also at a subsequent time operate to the advantage of some other man. Additional remarks convinced me that the young man, Mr. Settle, was thinking with more than ordinary clearness. He was comprehending the effect of an opinion coming from a man in a public position.

When a few months later, I myself was nominated and elected to office over Mr. Carrington by the opposition party, Mr. Settle at once became actively cooperative and from that time to the day of his death I had increasing confidence in the sanity of his views and the certainty of his judgments.

In March, 1899 I was able to discover somewhat fully his true measure as a scholar, a classroom teacher, and administrator, and a man of culture and refinement. I had visited as inspector about fifty high schools, academies and colleges and came to Mr. Settle's school at Memphis, in Scotland county. As a school superintendent he had up to that time seemed to me simply one among many. By the end of the day with him in the Memphis school, I regarded him one of the very few. As teacher of large-sized, well-prepared seniors in English, his reserve power came out to my great satisfaction. Informally and unconsciously, he was an exceptionally good classroom tactician. To my surprise, I found he had about \$175.00 worth of apparatus for physical science better classified and organized than I had found such appliances in any high school, large or small, prior to that time. Mr. Settle not only had the little laboratory and the little library and other small facilities in the schools of Memphis thoroly well in hand but he was dreaming the dreams of progress much better than most of the school men that I met.

It was a very natural sequence, therefore, in June, 1900, that Mr. Settle should come into the professorship of English in this institution. From first to last I had no doubt of the breadth and accuracy of his view in his chosen field. He knew many and conflicting views of western teachers of English as no one else among my associates has known them. He knew the Harvard view. He spent more time than any other Missourian, so far as I can find out, studying the attitudes and procedures of language professors in the quaint old institutions of the South.

He had visited the University of Virginia more than once and a number of other institutions in that old dominion. He had visited a number of institutions in Tennessee and public schools in Louisiana. He was able to analyze, compare and contrast the views of English and English teaching in a wide range of institutions.

By some he was regarded as over-conservativ, but they didn't know him. When he was alive I thought he was outthinking them. I think so now. It does not matter that others prefer a different cirriculum. Most people are best satisfied with their own products. I always thought Mr. Settle was a little in dout as to his own cirriculum. He was one of the few possessed of knowledge and breath sufficient to realize the value of the suspended judgment. He was changing slowly, deliberating cautiously, but certainly. To the last he was a growing man. As a middle aged man, only 54, he felt his life to be ebbing away while approaching what should have been his maximum power. More than once he expressed to me in a philosophic and almost humorous vein the regret that one's frail body must sometimes give out just when mental and professional capabilities began to be worth while.

Mr. Settle was an unusually good judge of character and motiv. As guide in the background, he was the surest, safest and most reliable of all

the men whose confidence I have ever enjoyed. I never thought very many faculty members, even in the Department of English, understood Mr. Settle very well or took his true measure. He was an honest man. He had no taste for controversy. I think the faculty meetings at times distressed him, not that he ever trembled or showed fear or would flinch under attack. But he disliked wrangling and contention. He was never aggressiv. There was no fierceness in him. He didn't belong to the militant stage of society. He was fitted for the civilized, enlightened, refined, cultured states of community life. He was a fair-minded man, quite free from the savage impulses found in many of us which impel us to get even with the other fellow. I think the idea of personal retaliation for a wrong never occurred to him. He believed in the ultimate triumph of what is right. He wasn't adapted to any sort of belligerency or militancy in community leadership.

Some one will no doubt grow up to fill Mr. Settle's place. That is the law of the stream of life. But I do not know just now who has the resources for early use and in reserve that A. P. Settle could command in his chosen field. Such men are not made in colleges. They grow. Plenty of men have more of what is called scholarship, Mr. Settle had what was better. He had servicable conceptions of the quality and value and uses of scholarship.

As a thinker he was clear and direct. He approached issues from the front and in the open. He saw the proportions and the adaptations and the beauties of ideals. He had indomitable will power. He bore up for seven or eight years under physical frailties such as most men could not have endured. Exactly a week before his death he came to the office to deliver up his keys. I said "Keep them." He said, "No I shall not need them for a year and maybe not at all." I said, "If I must I will take them and put them in a box and mark them Mr. Settle's 4 keys." He said, "All right." and repeated the remark that he would not need them. Some think it was about this time that he made up his mind as to his inability to hold out against bodily frailty. As to that I presume no one can ever know.

In the death of Professor Settle the Normal school has lost a safe leader and guide; Education, one of its most faithful and capable servants; and the community, a good and true man.

The following musical program was rendered:

Kansas City Symphony Chorus.

Earl Rosenberg, Conductor.

**AUGMENTED BY THE CHOIR OF THE INDEPENDENCE, MISSOURI,
CHURCH OF REORGANIZED LATTER DAY SAINTS.**

Mrs. Geo. H. Hulmes, Director.

**FORTY PLAYERS FROM THE KANSAS CITY SYMPHONY
ORCHESTRA.**

Convention Hall, Friday Evening, November 16, 1917

Auspices Missouri State Teachers' Association

PROGRAM

The Heavens Are Telling—"Creation" Haydn
Easter Hymn—"Cavalleria Rusticana" Mascagni
Messiah—Handel

Overture.

Recitative (Tenor)—Comfort ye my people.

Air (Tenor)—Every valley shall be exalted.

Chorus—And the glory of the Lord.

Recitative (Bass)—Thus saith the Lord

Air (Bass)—But who may abide the day of His coming?

Chorus—For unto us a child is born.

Pastoral Symphony.

Recitatives (Soprano)—

There were shepherds abiding in the field.

And lo! the angel of the Lord came upon them.

And the angel said unto them.

And suddenly there was with the angel.

Chorus—Glory to God.

Recitative (Contralto)—Then shall the eyes of the blind be opened.

Air (Contralto)—He shall feed His flock like a shepherd.

Chorus—Behold the Lamb of God.

Air (Contralto)—He was despised and rejected of men.

Chorus—Surely He hath borne our griefs.

Recitative (Tenor)—Thy rebuke hath broken His heart.

Air (Tenor)—Behold, and see if there be any sorrow.

Air (Bass) Why do the nations so furiously rage?

Air (Soprano)—I know that my Redeemer liveth.

Chorus—Hallelujah!

(In accordance with a universal custom, the audience will please stand during the singing of this chorus.)

Soloists

Miss Margaret von Glaubitz.....	Soprano
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Mrs. H. Lewis Hess.....	Contralto
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Mr. Archibald Todd.....	Tenor
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Dr. B. E. Garrison.....	Baritone
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Mason & Hamlin Piano from Wunderlichs, 1015 Grand Avenue.

FIFTH GENERAL SESSION—SATURDAY MORNING, NOVEMBER 17, 9 O'CLOCK.

Meeting called to order by President Richardson.

Music was given by the Lincoln High School chorus and orchestra under the direction of Major W. Clark Smith.

Dr. D. D. Munro of the Calvary Baptist Church gave the invocation.

An address, "The Challenge of the Hour," was given by Mrs. Mary C. C. Bradford, State Superintendent of Public Instruction, Denver, Colorado, and President of the National Education Association.

Prin. B. G. Shackelford, chairman of the Committee on Resolutions, presented the report for the Committee. He moved the adoption of the report. The motion was seconded and carried unanimously. The report follows:

REPORT OF COMMITTEE ON RESOLUTIONS

We, your Committee on Resolutions, beg leave to report as follows:

Legislation Recommended:

1. In the interest of better teaching we ask for the abolition of the teacher's third grade certificate to take effect July 1, 1920, exception to be made in the case of those holding certificates at that date. In the same interest we ask that some professional training be required for any kind of teacher's certificate.

2. We recommend that each town and city school system organize a Department of Hygiene that the health and strength of the children of the State may be developed and conserved and that the children may the better protect themselves against infectious diseases. We further recommend that rural schools organize Committees of Hygiene as soon as possible in co-operation with physicians of the vicinity.

3. We ask that the next General Assembly be requested to give us such legislation as will provide a State Architect, to whom all plans for building or remodeling of school buildings, or laying out of social grounds, shall be submitted for approval. He also, upon request, shall supply plans to School Boards, free of charge. We recommend that he shall be granted power to condemn such buildings as are unsanitary and detrimental to the health and general welfare of the children.

4. We again urge upon the General Assembly consideration of the "County Unit" as a plan for the organization of the public schools of Missouri, outside of the independent city districts employing a superintendent. We advocate the "County Unit" plan for the following reasons:

- (1) It is more economical. (2) It makes an equitable distribution of the burden of taxation. (3) It furnishes equal educational opportunities to all the children in the county. (4) The identity of the local district may be preserved while the benefits of the larger administrative unit may be enjoyed.

5. At the present moment, there is a demand in this State for several hundred trained teachers that cannot be met. To counteract this lessening number of competent young men and women offering themselves to the teaching profession we recommend establishing by law the means of insuring a longer tenure of position and financial rewards comparable to the pay offered in other lines of expert work.

Declaration of Principles:

1. We reaffirm the principles of Equal Suffrage recently promulgated by this Association.

2. In view of the fact that one high in military authority has stated in an address before this Association that ninety per cent of the problems of military discipline are due to the use of alcohol, we emphatically, unhesitatingly and without apology, express our approval of the Prohibition Constitutional Amendment to be voted on at the next general election.

3. We recommend that a committee of three be appointed to investigate the conditions in Inter-Scholastic Athletics, in cooperation with a similar committee appointed by the Missouri College Union, to investigate Inter-Collegiate Athletics, and the two committees to constitute a commission to report to the next State Association with recommendations.

4. We believe that a study of the conditions and needs of the rural schools should be made. We therefore approve of the co-operative investigation and study of this important branch of the schools of the State which is being undertaken at this time and urge a generous support of the movement.

5. We recommend cooperation with the State Historical Society of Missouri relative to the observation of Missouri's first centennial date, January 8, 1918, and through this Society call upon all factors in the State to conserve its historical data.

6. We recommend that the schools of Missouri take part in the National Campaign for Education in Thrift, especially through food production, conservation of all property and the encouragement of the establishing of means for carrying out and emphasizing methods in saving, and in accordance therewith ask that plans be devised for introducing in the schools the training that comes from the use of the savings bank.

7. We declare our belief in the principle of assessment of property at its full value, as provided by the laws of Missouri. When a fair and honest assessment is returned, such readjustment of rates should be made as will give sufficient support to the school system, as well as to all other activities of the State, and will allow the people of any community to maintain an efficient school. We believe in the principle of State support of the public school system, and hold that every dollar of property in the State, wherever it may be located, shall share in the education of every child in the State wherever he may live. In the readjustment of tax levies the principle of State aid to high schools and other schools should not be abandoned. Questions of specific policy which may arise under this section shall be determined by the Executive Committee.

8. The school house is properly the social center in every community and should be made the place for the exercise of a large variety of social functions. We recommend that in the planning of new buildings this fact be kept in mind and that more and more the activities of the neighborhood gather about as a proper center for community interest.

9. We pledge our individual support to our country in its struggle for the preservation of democracy. Our government did not seek war. It has no selfish ends to gain. It entered the contest for the defense of the liberty of the civilized world. We regret that there are some in this country who think that freedom is not worth fighting for, and that even among our national law makers there are those who oppose the government in its efforts to prosecute the war successfully.

10. As never before in the history of our country the schools are summoned to patriotic endeavor. If through the supreme effort of our entire citizenship the world shall be made safe for democracy, the school is called upon to insure that there shall be a democracy to enjoy it. All the functions of the school, then, as normally constituted must be carried on to the end that the highest type of citizenship may be attained, and that the opportunity

ties afforded by the present war to teach patriotism by active participation of children in service to our common country should be fully utilized. We believe that the patriotism which we need to inculcate is something far deeper than the waving of flags, the beating of drums and the singing of songs, important as these may be as symbols of this deeper meaning. Patriotism is earnest devotion to one's country, coupled with the worthy concept of what that country stands for and finding expression in behavior which, in time of peace, as well as in time of war, is consistent with that devotion and that conception. In this sense we may be truly patriotic on the farm, in the mine, and in the factory as well as on the firing line.

11. We recommend that the Committee on Resolutions, for the sake of efficiency, be made a continuous body through the appointment of one-third their number each successive year; said appointees thus holding office for three years, and we further recommend that the State Superintendent of Schools and the President of this Association be Ex-Officio Members of this Committee.

(Signed) B. G. SHACKELFORD, Chairman, St. Louis;
C. A. PHILLIPS, Secretary, Warrensburg.

Superintendent Seaton of Macon offered the following motion which was duly seconded by Principal Green of Kansas City and unanimously adopted:

"In order to conserve the time of this Association and preserve the interest of its programs, we recommend that verbal reports of the regular committees be eliminated from the general programs, but that printed copies of reports and the general report be relied on as the means of getting them before the Association."

Miss Buchanan of Kansas City moved that resolution number 9 pledging our undivided support to our country in its struggle for the preservation of Democracy be telegraphed to the President. This motion was seconded by President Kirk and carried unanimously. In accordance with the motion the following telegram was sent:

"Kansas City, Mo., Nov. 17, 1917.

"To the President,
Washington, D. C.

The Missouri State Teachers' Association, in convention assembled, and representing an enrollment of eleven thousand, by a rising vote passed unanimously the following resolution:

RESOLVED, That we pledge our undivided support to our country in its struggle for the preservation of democracy. Our government did not seek war. It has no selfish ends to gain. It entered the contest for the defense of the liberty of the civilized world. We regret that there are some in this country who think that freedom is not worth fighting for, and that even among our national lawmakers there are those who oppose the government in its efforts to prosecute the war successfully.

IRA RICHARDSON, President
E. M. CARTER, Secretary."

Chairman Spencer gave an oral report of the Committee on Larger Revenue. On motion, duly seconded, the report was adopted.

Mr. Melcher, a member of the Committee on Constitutional and Statutory Code, read the report of Chairman Loeb of this Committee who was absent. Mr. Melcher moved the adoption of the report. The motion was seconded by Principal Martin of Kansas City and carried unanimously. The report follows:

**REPORT OF COMMITTEE ON CONSTITUTIONAL AND STATUTORY CODE
RELATING TO EDUCATION.**

To the Missouri State Teachers' Association:

The failure of the Forty-ninth General Assembly to enact the law providing for the submission to the voters of the question of holding a Constitutional Convention appears to render further work by the Committee on Constitutional Code relating to Education unnecessary at the present time. In its last report to the Association the Committee presented five draft sections for the article in the constitution relating to education, covering the state educational administration, the county educational unit, and the financial provisions necessary to secure adequate revenue for educational purposes. Since that time, the Committee has not undertaken to draft any other sections for the article on education in the constitution.

The Committee recommends that the Association should make provision for continuing the work of the Committee whenever there appears to be any prospect that a Constitutional Convention will be held in the near future.

All of which is respectfully submitted,

ISIDOR LOEB, Committee on Constitutional Code
Relating to Education.

Other members:

W. T. CARRINGTON,
UEL W. LAMKIN,
GEORGE MELCHER,
J. W. WITHERS.

Mr. S. E. Davis, of Maryville, Secretary of the Constitutional Convention Committee gave the report for this Committee. It was moved, seconded and unanimously carried that the report be adopted. The report follows:

REPORT CONSTITUTIONAL CONVENTION COMMITTEE

Kansas City, Missouri, November 17, 1917.

To the Missouri State Teachers' Association:

Your Committee on a New Constitution begs leave to report as follows:

Your Committee enlisted in support of the movement for the submission to the voters of Missouri of the question of a new State Constitution the Missouri Bankers Association, the Missouri Bar Association, the Missouri Press Association, the Missouri State Medical Association, the League of Missouri Municipalities, the Federation of Missouri Commercial Clubs, the State Federation of Labor, the Missouri College Union, the St. Louis Bar Association and other organizations. Representatives of these organizations, together with your Committee, formed the New Constitution Association, the object of which was to effect the adoption of a new Constitution for Missouri. A secretary, Mr. E. N. Meador, editor of the Cassville Republican, was employed during the session of the General Assembly and headquarters maintained at Jefferson City. Bills having the endorsement of both the democratic and republican platforms, providing for the submission to the voters of the question of a new Constitution, were introduced in both houses of the General Assembly. The bill passed the House but failed in the Senate, where the vote was 15 for to 16 against.

Every possible proper pressure was brought to bear upon the individual members of the General Assembly, senators and representatives, urging them to give favorable consideration to the bill. The associations interested in the movement, prominent citizens from every section of the State, and the press gave valuable assistance. In the light of what was done in both houses, it is clear that there is an increasing demand for a new Constitution and that the sentiment is stronger even in the rural communities than in the cities that the question be submitted to a vote of the people.

The need for a new Constitution for Missouri is as evident and as urgent now as it was a year ago. Adequate permanent progress in Missouri can not be attained under the present State Constitution.

We, therefore, recommend the continuance of your Committee or the appointment of a new one having the same end in view; the committee to continue active promotion of its purpose only when the state of public opinion renders this practicable.

The attached statement shows the receipts since November 15, 1916, in connection with the campaign, their disbursements and the balance on hand.

Very sincerely,

WALTER WILLIAMS, Chairman,

S. E. DAVIS, Secretary,

WM. P. EVANS,

W. H. BLACK,

W. S. DEARMONT.

Receipts to Date Since November 15, 1916.

The following is a complete account of the receipts from November 16, 1916, to date:

James M. Ledford, Livonia	\$ 1.00
L. L. Mesley, Marshall35
I. J. Vogelgesang, Hunnewell	1.00
Worth County Teachers	2.16
Amanda Keys, Malta Bend40
Uel W. Lamkin, Jefferson City	3.00
Lafayette County Teachers	19.12
Leta Ingram, Higginsville10
Flora Withers, Mt. Leonard40
University of Missouri Professors	38.24
University of Missouri Professors	24.12
W. C. Johnson and Irene Wilson, Mexico	1.60
Elsie Mtheney, Miami24
University of Missouri Professors	24.45
University of Missouri Professors	10.80
Osage County Teachers	7.60
R. H. Bryan, Linn	1.00
Teachers of Higginsville	8.15
University of Missouri Professore	7.95
University of Missouri Professors	4.70
University of Missouri Professors	12.40
Teachers of Carrollton	9.00
A. H. Cooper, Maryville	1.40
Taney County Teachers	13.59
Teachers of Fulton	4.12
University of Missouri Professors	3.20
University of Missouri Professors	4.80
Lucille Davis, Sweet Springs35
F. C. Irion, Jefferson City	1.80
Carroll County Teachers	2.36
Harry Moore, Mt. Vernon	1.50
University of Missouri Professors	5.50
Lafayette County Teachers	6.03
Teachers of Columbia	5.73
L. V. Threlfall, Galena90
Randolph County Teachers	4.60
Oregon County Teachers	4.54
State Department of Education	9.10
Teachers of Raymore	3.93
Mississippi County Teachers	1.50
Teachers of Jasper	3.95
University of Missouri Professors	4.00
Teachers of Holden	8.25

Lincoln Institute Teachers	12.85
Teachers of Caruthersville	4.75
Lincoln County Teachers	3.14
Vernon County Teachers	10.65
Lawrence County Teachers	1.45
University of Missouri Teachers	1.68
Franklin County Teachers	10.92
Lincoln County Teachers	2.00
Teachers of Bonne Terre	4.00
Walter R. Henry, Green City	1.00
St. Francois County Teachers	15.21
E. N. Meador, Cassville	2.50
Teachers of University City	13.45
 Total	\$355.19
Exchange—	4.25
 Total	\$350.94

Total Disbursements Constitutional Convention Committee to Date:

No.	Check	Object	Amount
1.		Stenographer's (Dec. 1915) Salary	\$ 60.00
2.		Secretary's (Dec. 1915) Salary	200.00
3.		Office (Dec. 1915) Rent	18.00
4.		Sundries (Dec. 1915)	5.90
5.		Stationery (Dec. 1915)	8.00
6.		Printing (Dec. 1915)	56.25
7.		Printing (Dec. 1915)	68.50
8.		Sundries (Dec. 1915)	49.24
9.		Sundries (Dec. 1915)	49.24
10.		Secretary's (Jan. 1916) Expense	236.41
11.		Secretary's (Jan. 1916) Salary	200.00
12.		Stenographer's (Feb. 1916) Salary	60.00
13.		Secretary's (Feb. 1916) Salary	200.00
14.		Secretary's (Feb. 1916) Expense	134.73
15.		Printing	5.00
16.		Travel, W. S. Dearmont	24.73
17.		Rent, Feb.	18.00
18.		Printing	18.00
19.		Telephone	25.20
20.		Travel and Expense, Wm. P. Evans	52.85
21.		Travel and Expense, B. F. Wood	10.20
22.		Telegrams, W. Williams	28.59
23.		Telephone	17.55
24.		Rent, March	18.00
25.		Printing	6.75
26.		Stenographer's (March) Salary	60.00
27.		Secretary's (March) Salary	200.00
28.		Secretary's Expense	23.12
29.		Travel, Walter Williams	18.19
30.		Travel, S. E. Davis	18.76
31.		Canceled	
32.		Travel, S. E. Davis	3.83
33.		Travel, W. Williams	13.70
34.		Travel, W. H. Black	24.24
35.		Secretary (April) Salary	75.00
36.		Secretary's April Expense	34.38
37.		Telegrams, W. S. Dearmont	5.40
38.		Secretary's (May) Salary and Expense	109.77
39.		Travel and Expense, W. P. Evans	45.06
40.		Expense, Walter Williams	5.00
41.		Telephone, Walter Williams	5.50
42.		Secretary, Expense	2.00
43.		Travel, Walter Williams	17.14
 Total			\$2,239.99

Report of Sub-Committee on Finance, Constitutional Convention Committee.

Kansas City, Nov. 14, 1917.

To Members of the Constitutional Convention Committee.
Gentlemen:

We, your Finance Committee, have examined the accounts, records, and vouchers of Wm. P. Evans, your treasurer, and find that the following summary accurately presents the present condition of your funds:

Balance Nov. 15, 1916	\$5,064.31
Receipts	\$355.19
Exchange	4.25
Interest	330.94
	77.27
	<hr/>
	\$5,492.52
Paid checks 1-43	2,239.99
	<hr/>
Balance in bank	\$3,252.53

We are also embodying in this report detailed statements of receipts and expenses which agree with the books and vouchers.

H. T. PHILLIPS, Finance Committe,
 W. M. OAKERSON,
 WM. P. EVANS,
 I. I. CAMMACK.

Superintendent G. H. Beasley, Chairman of the Committee on Time and Place, gave the report for his Committee. President Kirk moved that the report be amended so that the time for the meeting would be November 7-9, instead of November 14-16, 1918. This motion was seconded and carried unanimously. Mr. Beasley then moved the adoption of the report as amended. This motion was seconded and carried unanimously. The report as amended follows:

REPORT OF COMMITTEE ON TIME AND PLACE.

We, your Committee on Time and Place, beg leave to report as follows:
 Time of next meeting, November 7, 8 and 9, 1918. Place of next meeting, St. Louis. Respectfully submitted,

G. H. BEASLEY, Chairman, Liberty.

Hon. Wm. P. Evans, of St. Louis, Chairman of the Committee on Nomination of Officers, presented the report as follows:

We, your Committee on Nomination of Officers, beg leave to report as follows:

President, Miss Tillie C. Gecks, St. Louis,
 1st Vice-President, J. M. Wood, Columbia,
 2nd Vice-President, William H. Zeigle, Kirksville.
 3d Vice-President, Louis Theilmann, New Madrid.
 Member Executive Committee, for term expiring November 1922, George Melcher, Kansas City.
 Member Executive Committee, for term expiring November, 1923, Lizzie L. White, Nevada.

To fill the vacancies on the Executive Committee in accordance with the spirit of the new constitution it was decided to place in nomination a man and a woman. When this course has been followed in 1917 there will be an even division on the committee. All of the nominations were unanimous. This report is respectfully submitted for the Committee by Beatrice Winn, Secretary and Wm. P. Evans, Chairman.

Mr. Evans moved that the report be adopted. The motion was seconded. At this point Principal Spencer of St. Louis spoke, questioning the constitutionality of nominating one man and one woman as members of the Executive Committee instead of two women. Mr. Melcher next spoke saying that he had not wished to be nominated as member of the Executive Committee and withdrew his name. After Mr. Melcher's name was withdrawn, Miss Smoot, of Kansas City, nominated Miss Elizabeth Buchanan, of Kansas City, as a member of the Executive Committee for term expiring 1922. The motion was seconded and unanimously adopted. The report of the Committee on Nomination of Officers was then unanimously adopted, with the change mentioned.

Miss T. C. Gecks, the new President, was escorted to the platform and presented to the Convention by the retiring President, Mr. Richardson, who thanked the Association for courtesies and assistance rendered him during the year. He bespoke the hearty cooperation of every member with his successor, Miss Gecks.

The new President, Miss Gecks, on taking the gavel, was warmly welcomed and thanked the Association for the honor conferred on her. She asked the pleasure of the meeting.

No further business appearing the meeting adjourned.

IRA RICHARDSON, President, Maryville.
E. M. CARTER, Secretary, Columbia.

ADDRESSES GIVEN BEFORE THE GENERAL SESSIONS

THE TASK OF TOMORROW FOR MISSOURI SCHOOLS.

Uel W. Lamkin, State Superintendent Public Schools, Jefferson City.

As teachers of Missouri we are met today in the second city of our state in our annual State Association, to discuss our problems and to plan for the future of Missouri's schools. We have heard with pleasure the words of greeting from the splendid man who is at the head of the school system of the "Most typical American City." Would that we could get more of the Kansas City spirit in our great work. For the Kansas City spirit is needed among Missouri teachers. It stands for loyalty to Kansas City—and we need more loyalty to Missouri schools. It stands for a broader vision—and a wider horizon is essential in the life of the teacher of tomorrow's school. It means an energy that carries through to success any measure Kansas City undertakes,—and that same kind of energy must make itself felt in education if boys and girls are going to be prepared properly for tomorrow's work. It means Americanism,—and the hope of the world's great melting pot is that the public school shall be even more intensely American than is the nation itself. And so speaking for you in reply to the Address of Mr. Cammack, I say that we appreciate the hospitality of the people of the great city on our Western border, and express the hope that our stay will be as pleasant to them, as we know it will be profitable to us.

The teacher of Missouri must not underestimate the task of tomorrow. As never before in the history of the world his work must count. The hope of democracy rests as never before on education of all the people. As we expect to make the world safe for Democracy, we must make democracy safe for the nations of the earth. Over and over again let us repeat to the American people that only through the education of her children can the United States hope to maintain her place in the world. The next few years will demand, as never before, trained men and women. China, Russia, Italy, France, Belgium, South America will look to American brain, American energy, and American capital to restore devastated countries and to develop hitherto undeveloped resources.

The problems of peace which will come to the United States after the war are worthy of the attention of the best trained minds this Nation ever saw. When from the fields of victory there come back millions of American boys, when industry has to be reshaped to serve a world no longer at war, when again the swords are beaten into pruning hooks and the spears into plowshares, the questions which have to do with the nation's growth will present as great difficulties as do those now which have to do with the nation's free existence. Transportation, conservation, good health, good morals, finance, regulation of food distribution, the permanent effacement of the food gambler, the establishment and maintenance of just relations between capital and labor—will all require the thoughtful attention of an intelligent democracy at peace with all her neighbors.

The one great state agency to bring these facts home to Missourians is the State Teachers' Association. The agents of preparation for efficient life are the school teachers of Missouri. And so I do not hesitate to speak to you of our task of tomorrow for Missouri's schools—the task of the proper education of Missouri's children for their tomorrow's work, and to urge that

all of us unite to secure for those children the enjoyment of their right to that education.

Our first duty to the state and to posterity is to see to it that at no time is the opportunity for education denied to any child or the amount of his school training reduced on account of temporary distress. On the contrary, the school term should be longer, the curriculum modified to give more thorough preparation, and the schools more adequately supported.

In our own state, the question of school revenue is of utmost importance if we expect Missouri's schools to do their task of tomorrow. The two great obstacles to educational progress in recent years in Missouri have been the lack of sufficient school revenue, and the waste of part of what we had in inefficient school organization. With fifty per cent of the school districts unable to raise more than \$400.00 per year for school purposes by levying the maximum of taxation, and with nearly two-thirds of the country schools having less than 25 children enrolled, the wonder is that we have maintained as high a degree of efficiency as we have.

Of much concern therefore to the teachers of Missouri are questions which have to do with the assessment of property and with its taxation for public purposes. The plan which possesses the greatest advantages is the one which fixes a comparatively high valuation, upon which at later time such a rate of levy may be made as will produce revenues sufficient for state, municipal, county and school activities. Those who are interested in the public schools will watch with thoughtful interest the readjustment of the system of taxation in the state. One thing should be kept in mind, that is, that all the property in the state, wherever located, should bear its just part of all expenses of the state government. As school men and women we ought to insist to the people of Missouri that every dollar in Missouri, wherever it may be, should contribute something to the education of every child in the state, wherever he may live.

The state should not only guarantee, but should equalize educational opportunity. For years to come many sections of the state will be unable, except by some form of special state apportionment, to give the children of the communities the equal educational advantage which the best interests of the state require they should have. For many years the legislature has appropriated one-third of all the ordinary revenues of the state to the common schools, instead of the one-fourth required by the Constitution. At the recent session of the General Assembly it was proposed in the so-called Cook amendment that there should be a levy of 15c on the \$100.00 assessed valuation of all the property in the state for public school purposes; this to take the place of the other Constitutional provisions requiring the setting apart of a certain per cent of the ordinary revenues. As State Superintendent of Public Schools I pledged at the time the efforts of this Association toward carrying that amendment at the general election in 1918. However, other laws which were passed by the same General Assembly may result in increasing materially the total assessed valuation of the state. According to the last assessment this was \$1,700,000.00. It has been estimated that the present assessment will total nearly six billion dollars. This Association should take proper action to authorize the Executive Committee or a special committee named by the Association or by the Executive Committee, to act for it and to determine for it whether or not the amendment should be supported or whether the people of the state should be advised to defeat it. We must keep faith with those Senators and Representatives who supported the submission of the 15c levy. We must not abandon the principle that there should be a general state levy for public schools sufficient to create a fund which will be of marked help to every public school in the state. At the same time it is probably unwise to attempt to write into the Constitution a provision such as this if the system of taxation is to be materially changed within the next year. And so I say again that some authorization should be given by this Association to some committee to speak frankly the mind of the teachers of the state and to deal fairly with the people of Missouri.

We have come to a time in this state, and in fact everywhere, in all administrative affairs, where the most important question has to be with the proper expenditure of public funds rather than with the raising of them.

The people of any community are willing to put money into schools, roads, and other public improvements if they get value received for every dollar spent. We are constantly requiring a higher type of public service. We are requiring ability, honesty and industry in our public servants. We are asking that every department of the National and State Government shall be efficient. We should ask no less of the public schools. No matter how much money is raised in the state for common school purposes, no matter how much money is collected through local taxation, this Association should help the people see to it that every dollar so raised or collected is economically spent. No one who has studied the question carefully and impartially justifies the existence of nearly ten thousand local organizations for the administration and control of the schools. The Federal Board for Vocational Education in one of its recent bulletins, has laid down the general principle that Federal moneys would not be distributed to such a large number of schools that the work accomplished through the aid of Federal moneys would not be efficient. The same principle ought to apply in the distribution of state moneys. Some solution of the problem should be found by which it would not be necessary for the school moneys of the whole state to be distributed to so large a number of districts which have too few children in them to maintain an efficient school. The organization of larger school units and the consolidation of present ones should be encouraged by this Association, the leader of educational thought in Missouri.

Neither should the money raised by state and local taxation be spent for the education of children in unsightly, unsanitary school buildings. The health and comfort of the children should be of first consideration in the establishment and maintenance of any school. Yet the school house is probably the only public building concerning the construction of which the state makes no regulation, with the exception of the general state laws regarding fire escapes and the provision in the consolidated school act; regarding state aid in the erection of school houses. Yet there is not a department of the builder's art in which plans have been more carefully or more scientifically worked out, plans which safeguard the health, make for the comfort and serve the convenience of those who use them, than the department of school buildings. In the development of the system which is looking towards its task of tomorrow we should insist that no money raised should be spent for a building to which children must go, unless the plans for such building were either drawn or approved by a competent architect. It might be well to limit this restriction to such new buildings or alterations of old ones as would cost \$500.00 or more, but it would also be well to give to this state school architect, subject to approval by some local authority, such as the County Board of Health, the power to condemn buildings which are dangerous to the safety, the comfort or the health of school children.

But in any school house and in any school system the most important factor will always remain the school teacher. At the head of every town and city school system is the town or city superintendent. Just at present we are unable to supply the demand for efficient superintendents in the schools of Missouri. One result of the call to arms has been that all over this state, as all over other states, the young men have left the school room to answer the country's call and school teachers are today found in all branches of the government's service. At the close of the war opportunity will open up for these men such as has never opened up before in the history of the world and the man who left the class room in Missouri to go into the service of the government and who as commissioned officer receives \$1500.00 to \$2000.00 a year, and who will have opportunities after the close of the conflict by which he will be enabled to still further increase his earning capacity, will not return to the school room at the salaries we are now paying. With the United States Government advertising for women to fill government positions at double the prices now being paid some first class teachers and with the various lines of industry opening constantly to women, the type which is needed today in the American school room will not be found at the salary which the average woman teacher is receiving. To properly perform the task of tomorrow Missouri's schools must be manned by a group of virile men and women, able and willing to do the work of men and women in the world.

The school should not be hampered by physical or mental inefficiency nor should men and women otherwise capable be handicapped in their teaching by constant financial worry. A reasonable competence should be provided so that every teacher may take his place in the business and social world and be a real leader for the children whom he teaches. This Association could well undertake a systematic campaign of education to bring to the realization of the people of Missouri the fact that the superintendent of the city schools has a more important place in the community and should be at least as well paid as the leading lawyer, the most successful physician or the most proficient engineer and that other teachers in the school system should be paid accordingly. This Association should begin to place more emphasis on personality. It should ask that in the school teacher of tomorrow the power to do accompany the ability to think, and should refuse to recognize as a suitable person to teach children, one who cannot command respect in the community in which he lives. In such a school system properly and adequately supported, in which well prepared, well paid teachers, of strong personality, work in school rooms properly built, the children of tomorrow are to be prepared for life.

Foremost among the duties of tomorrow's school is to teach the children how to live. The only subject required to be taught in the public schools of the state by the laws of Missouri is that subject which has to do with proper living. The statute requires the teaching of physiology and hygiene, with particular reference to the prevention of tuberculosis and to the effect of alcohol and narcotics on the human system, to be taught in every school supported by state money. The people of Missouri, through their General Assembly, have not classed any other subject as important as this one, yet our instruction in physiology and hygiene comes very largely from text books and it is confined more or less to a few classes. Most of it results in formal knowledge and does not induce children to take such care of themselves as will cause the development of strong bodies, which are essential to the highest type of citizenship. Recent experiences of men called for service in the United States Army, in the Navy, or in other branches of the government war service, disclose a large per cent of men who are not physically fit for the active life of a soldier. We should understand that the successful prosecution of any work, either of war or of peace, can be undertaken with confidence only by men and women who are sound physically. Contrary to general public opinion, the physical defects among school children are more pronounced in the country than in the city. While more than one-third of the children in the cities have teeth defects, nearly one-half of those living in the country are so afflicted. The per cent of country children afflicted with diseased tonsils is much larger than the per cent of city children so afflicted. The same is true with regard to adenoids and eye defects. When it comes to the matter, in the popular mind is a simple one, of giving children proper and sufficient nourishment, we find that the number of cases of malnutrition in the country is more than twice as large in proportion to the number of children in the country as the number of cases in the city is to the number of city children.

One of the most striking features of many state and national educational associations is the demonstration of the physical training that is given to city boys and city girls. We came here to the Department of Superintendence last March and saw the remarkable demonstration given by the pupils of the Kansas City schools. At the State Teachers' Association at St. Louis last November, one of the interesting sights, as well as one of the most instructive features of the whole program, was the exhibition in the Coliseum g'ven by St. Louis children. Those of us who live in the country cannot help but be struck with the contrast between these boys and girls in their graceful, easy movements and the action of our own children and our neighbors' children in the freer air of the country and of the small towns. At our athletic meets, we find it necessary to make distinctions between boys from the city high schools and the boys from the smaller high schools. We find the representative boys from the city out run, out jump and out throw the representative boys from the country. This is the result of the training the city boy is getting from the physical education given him in his school. It is

the first step in the preparation for larger usefulness. The teachers of Missouri should understand that all the children of the state need training which will teach them how to live, if they are to do tomorrow's work.

One of the first duties of the men as they go to the military camps are those connected with the development of their bodies. The setting up exercises which have been adopted by the army and navy authorities ought to be used in every high school in Missouri. They ought to be used there that boys and girls may be fitted for the duties of peace, not necessarily for service in war. For the first time in the history of the nation, the United States has undertaken to raise an adult army. We should all know this. A few weeks ago I had a letter from two high school boys asking if they might receive credit for high school work if they entered military service. I answered them that the nation did not need them in the army. The demand is for soldiers whose bodies are mature enough to withstand the awful "shell shock" of the trenches—whose maturer bodies have in them stronger nerves—who can withstand the rigors of a hard campaign better than can the just developing bodies of boys yet in their teens. Boys of such age should understand that the best service they can render the government is to do well their work in school, and that he is just as much a slacker if he slight his school work as the men of draft age who tries to evade service in the trenches, and that the girl who neglects or shirks in elementary school, high school or college is a slacker just as truly as the so-called American who refuses to buy Liberty Bonds, to subscribe to Y. M. C. A. work, or who is too selfish to save the kinds of food he can well do without, that the soldiers in the trenches may have what they need. It ought not to be necessary to place military training in the high schools of Missouri in order that the boys may become soldiers, but such physical training should be given to boys of high school age that their bodies may be in condition to do the work of the world as workers or to take the training of a soldier and serve the nation in its army after the high school is completed.

One thing which the teacher of Missouri should make it a point to impress on the school children of Missouri and which should be repeated in school and out of school, is that the work of America and of the world in the next generation will be done by clean men and clean women. Boys ought to learn in the elementary schools that they cannot violate health rules, they cannot set aside the ordinary principles of morality and common decency and expect to do a man's work with their faculties impaired. The school teachers of Missouri should unite with all friends of the home and all supporters in the state to see to it that a single standard of morality is maintained by boys and girls and by men and women. Let us do all we can to bring about the time when the Missouri boy shall come out of the Missouri schools as clean as his mother and as pure as he wants his sister to be.

Not only is it the task of tomorrow's school to teach the boy how to live, but it must give him such instruction as will help him make a living. The whole trend of the modern education is towards the practical. The passage of the Smith-Hughes bill by Congress placed the United States government squarely behind the principle of training for profitable employment. Too long have people said that they wanted their children to receive an education that they would not have to work. Let us understand that it is the task of tomorrow's school to enable boys and girls to do more efficient work, manual as well as mental labor. The schools of today should train abler professional men and women. They should make better housekeepers; they should make more efficient the ever increasing number of men engaged in trades and industries, they should fit a boy to enter the business world with clearer knowledge of business practices and of the habits of the business world.

We are undertaking in Missouri to vitalize the subject of agriculture. One hundred school teachers in this state will this year take their classes into the corn field while they study corn and will use the maturing crop in connection with the text book. One hundred teachers will make their problems in percentage in the corn field and will get their subject for written work from familiar objects in the daily experience of the pupils. More and more must the school fit itself to the development of the child. As teachers become more proficient they can more nearly teach subjects rather than text

books. They can help in the development of active men and women who will be able, because of work done in the school, to do better work in life.

Speaking of the passage of the Smith-Hughes bill, the teachers of Missouri should find themselves in hearty accord with the attitude of the American Federation of Labor. The training of the children for useful employment should come as a growth in the present school system rather than the establishment of a new scheme of education. In expressing its approval of the proposed measure, the American Federation of Labor declared against any limitation of public education that did not give the working man's children the right to the fullest amount obtainable in America. This is the correct view. Vocational education should be but a part of the general education given the children. The child who received his training for useful employment should at the same time receive from the school such training as will make him a better American citizen and will enable him to better appreciate the better and higher things in life. The administration of the Smith-Hughes bill should not be carried out by separate boards. The local school authorities in the local school districts should control its administration, and the same central state authorities, whether it be an ex-officio state board of education, an elective State Superintendent of Schools, or much better, a state board chosen particularly to direct educational affairs in Missouri as boards of education are chosen in every school district in the state, or a State Superintendent chosen because of educational fitness as city superintendents are chosen, the same authority that controls other public education in the state ought to control vocational education.

A large per cent of Americans earn enough money. The difficulty with the great majority is that they spend all they earn. The elementary principles of saving ought to be instilled into the child through the public schools. The movement which led to the production of more vegetables in Missouri this year than ever before in the history of the state, ought to prevail every year. Children ought to be taught that the habit of industry in the home plays a more important part in character building than the spirit of good fellowship on the street. They ought to understand that it was greater measure of patriotism to spend the time after school in the garden or doing the chores, than to spend that time in the ice cream parlors or at the skating rink; and then when food is produced, they ought to be taught constantly the lessons about food that we are learning today. Many a head of a family has found himself in want late in life because of the thoughtless waste of his children before they reached the age of maturity. The schools should see to it that the lessons of food production and food conservation, which the war has taught us, should not be forgotten when peace comes again.

I want to suggest to every teacher in the state the advisability of starting a savings bank in the school. As State Superintendent I expect to take the matter up with the State Bankers' Association and hope to have some definite plans to announce within a few weeks. If every child in Missouri could save one dollar this year, the savings accounts in the state would be annually increased one million dollars. The effect on the productive industries of the state and the effect on the future life of the child cannot be measured or told.

The task of tomorrow is to fit the child for work in a larger world. To do this he must have a broader view of life and of the relations of this nation to other nations of the earth and of the relations of each individual to other individuals in our national life. If American brains and American energy and American capital are to help rebuild the world, the boys and girls in American schools ought to know and understand something of that world. If the laboring man and the capitalist, the professional man and the mechanic, the farmer and the merchant, are to live in America on equal terms, with equal rights, in peace and harmony, each should understand more fully the viewpoint of the other. It will mean much in the readjustment which must come and the settlement of economic and social questions, which must be settled, if the school children can have a broader view and a more sympathetic understanding as they go out of school. It is the province of American teachers to guard against the demagogue in public life. He has no place in America and you and I should see to it that the man who seeks to arouse class prejudice

in order that he may profit thereby or that he may injure another is not permitted in Missouri. Children must learn to think, to think clearly and definitely, to distinguish between the true and the false, to protect their own character and the character and reputation of others. We boast of a free country and rejoice in the privilege of free speech. But liberty does not mean license, nor does the right of free speech release any one from the obligation to speak the truth. This will require and demand a deeper appreciation of the responsibilities and opportunities of the profession than we have yet attained in this state. But with the trying times which must come it is not more than the state has a right to expect of us that we should do our part towards preparing an intelligent democracy to meet the issues of tomorrow.

For Missouri's schools, one important task of tomorrow is to develop a deeper love and reverence for the state in which we live. A distinguished citizen of Tennessee once said that he believed in that kind of patriotism that loved home better than any other place on earth. It should be true of Missouri. We are living in a wonderful state and the children should know it. Within the next three years we celebrate the one hundredth anniversary of its admission into the Union. Every Missouri child should know much of the history, resources, possibilities of the state in which he lives. It is a remarkable one hundred years of history. From the time that lead was taken out of the Southeastern Missouri hills to make bullets for Andrew Jackson's army at New Orleans until a native of northeast Missouri lead the soldiers of America in their first invasion of Europe, Missouri has done her part in every war. From the time that Lewis and Clark started to the coast from Missouri until the admission of the last state into the union, Missouri has done her part in the development of the West. From the time the settlers made their first clearing along the river bottoms until this year when Missouri has raised more food stuffs than any other state in America, she has done her part in feeding the world.

We spend days and weeks in the study of great characters and great events in American history. We require the child to write essays concerning great historical personages, yet how many school teachers know and how many of them teach their children great lessons from the lives of men and women who have lived these events in their own communities. In every county in the state there are old settlers whose stories of the past hundred years ought to be told to the school children who can hand them down to their children so that the state of Missouri will be better known and better understood by all her people. Louis Houck's scholarly work should be in every high school library in the state. A good elementary history of Missouri should find a place in every elementary school.

While we are teaching the children about great Americans we ought not to overlook the great Missourians. We ought to know of that one of this state who represented three different commonwealths in the United States Senate. When reading of great military achievements, we ought to know the story of Doniphan's expedition. When discussing the statesmen of this country we ought to realize that among its greatest was Thomas H. Benton. James B. Eads was a pioneer among great American engineers, while at the death a few years ago of a native Missourian, the world lost its most famous humorist. The history of Missouri has been too long neglected in Missouri schools.

But the public school cannot justify its existence if it is merely to teach the child how to live and how to make a living or to understand his neighbor better or to feel a deep interest and pride in his own home. The only reason for taking one man's money to educate another man's child is that by so doing the child becomes a better American citizen. Other reasons are of minor importance. It needs no apology or defense to say that the greatest task of tomorrow's school is to teach a more thoroughgoing and uncompromising Americanism. It ought not to take another war to make a generation of Americans stand with uncovered head when the Star Spangled Banner is played, not to put an American flag on every school house every day that school is in session. It ought not to be possible for us to develop in this country a class of men and women who are sound in body and who are will-

ing to enjoy the benefits of the form of government established and maintained at enormous costs and who are yet unwilling to sacrifice themselves if need be to preserve the liberty for their children which their ancestors have gained for them. No future citizen should be taught to make a living and taught how to conserve his resources so that he can enjoy more of the pleasures of life unless the citizen has instilled into him such a love of country that would cause him to place his entire earnings, if necessary, at the disposal of the government in any time of need. No child should be taught merely to understand better the viewpoint of his neighbor unless he is at the same time taught that the highest duty of man is to serve that neighbor in his distress. I have no apology nor excuse to offer for making a plea at this time for such teaching in our schools as will produce a truer type of re-blooded American citizenship. Many calls are being made on the schools today. Those who want efficient work done and done quickly, frequently call upon the public schools, because they have the greatest and most perfect organization in America. Personally, I welcome the time when the school teacher is recognized in any public business. While emphasizing the matter of maintaining our schools during the war and while we are protesting against the curtailment of school terms or school opportunities, yet when any call is made by the national government upon any school teacher or school child, it should be answered without hesitation and to the limit of one's ability. The teacher who cannot justify the entrance of America into the present conflict has no place in the school room of Missouri. I have no hesitancy in saying that I will go as far as the law of the state allows me to go in putting out of the school room any teacher who seeks to hinder in any way the activities of the government in its prosecution of the war.

This is, as I see it, the task of tomorrow for the schools of Missouri. The maintenance of an efficient school, adequately supported, properly housed and manned by efficient teachers; a great system in which children may be taught how to live, how to make a living, a proper understanding of the rights of others, a love for Missouri and an intense devotion to the United States of America. To this work, let us pledge our every effort, asking Him who should rule and guide us in all of our affairs to direct us in this great task of tomorrow's schools.

MUSIC IN THE COMMUNITY

Osborne McConathy, Northwestern University, School of Music, Evanston, Ill.

It gives me pleasure to address you on the subject of "Music in the Community." For a number of years there has been a steadily growing appreciation of music which is fast making of our nation a music-loving people. To those who have watched its progress, the development of music in this country has been phenomenal. Everywhere orchestras and bands and other evidences of musical interest are increasingly apparent. Concerts are given to full houses in localities where the sound of a musical instrument was scarcely heard a decade ago. Opera is regularly performed in an ever increasing number of cities. Music is a regular study in the public schools of almost every city in our country and our rural communities also are fast taking up the study. The talking machine is heard throughout the land, and the greatest artists, through its agency, are becoming familiar household guests. And of late we hear more and more of a new idea, called Community Music. What does that mean? It means that in democratic America music too is becoming more and more democratic. It means that our people are coming together in large and small gatherings to enjoy the socializing atmosphere of music. Churches, schools, town halls are opening their doors and the people are flocking together to sing and play music. Great factories, commercial houses, and other business institutions are engaging musicians to develop the musical resources of their employees, even providing band and orchestral instruments for their people as well as instruction in playing them.

Great crowds in summer are gathering in parks and playgrounds to sing together. Some cities are even employing civic music directors for the important work of co-ordinating the musical life of the whole community. Many other cities are looking for school music teachers whose larger vision and capacities may enable them to organize the musical life of the grown folks as well as the children, and make music a thing which like our government shall be of the people, by the people, and for the people.

Indeed, the musical outlook in this country was particularly bright when, three years ago, the awful war cloud burst over Europe. For a time we lived in hope that its terrors might be spared our peaceful land, but now we too have been drawn into the fearful malestrom. Confronted as we now are with the enormous responsibilities involved in this struggle, it becomes necessary that we each and every one examine thoroughly the nature of every activity which touches our lives, affects our thoughts, or occupies our time. With dark war-clouds covering the earth, it is well for us thoroughly to search our hearts and minds and there to separate the essentials from the non-essentials, concentrating all the energies we possess on the things of present vital moment, and putting aside for more propitious times all matters of less vital concern. How then shall I talk to you of music, how justify my theme in an hour when our national life and the ideals for which we so long have stood, are threatened with extinction. Today we are confronted with a terrible war machine of an efficiency the world has never known before. How can we justify the devotion of time and thought to music in the face of all that is before us? It may be well for us to consider for a few moments the things which in these days are thought to be essential.

Several matters of primary importance immediately thrust themselves upon our attention. In the first place, it is the business of our nation to develop an army which will be adequate to meet the marvelous German machine and to defeat it. Out of a nation long devoted to peaceful pursuit we must gather millions of men, arm them, equip them, train them, transport them and with them effect the safety of democracy. In the second place, we who stay at home must so organize that every element which goes to the effective support of our armed forces may be most quickly and efficiently developed. Food, clothing, supplies, arms, ammunition, transport, and the almost endless list of necessities for our army, must be gathered by the home forces, organized to the highest degree of efficiency, and all this work must be accomplished with the least possible disturbance to the general conditions of living and transacting business. In the third place, it becomes essential that we bend our hearts and minds to the upbuilding of a national conscience and national idealism, which may enable us fully to appreciate the tremendous moral problems confronting humanity. We must see that the great educational forces of our nation are directed to the task of clarifying the minds and purifying the hearts of our people so that we may enter this war, may conduct it, and end it, in a manner and with a spirit which may be above reproach. Our participation in this war must be an expression of that fine idealism which we hope shall be the outcome and the excuse for the terrible suffering through which the world is going. Our children must be raised in an atmosphere of spiritual elevation which shall insure a better coming generation as the direct outcome of the horrors suffered by this one.

One of the striking features of practically every account of campaigns and battle across the seas is the large importance given to the state of morale of the troops. The Russian arms have lost their power quite as much through the weakening of that something called "morale" as through any other cause. Italy's recovery from her staggering blow depends primarily on the morale of her troops. France has won the everlasting admiration of the world, including even her enemies, because of the marvelous morale exhibited by her soldiers. While, of course, a great many different causes affect the development of a fine morale, we are all aware of the important part which music plays in upbuilding the morale of an army. The army band, the army singing corps, the regimental entertainments, are considered today as vital factors in training and sustaining the morale of the troops in camp, on the march, and in the field.

Doubtless you have all read the account of the first contact of our army with the enemy. You probably noticed that our soldiers trudged through the dark and mud, singing songs with which they were familiar, until the near approach to the lines of the enemy made it necessary for them to hush their music. Did you observe that the newspaper correspondents, writing of their impressions, told of feeling a sudden loss of buoyancy when the songs died from the lips of the brave boys? Builders of our great national army are bending their energy to the organization and training of the best possible military bands. Equal efforts are being spent to train our soldiers to sing. The best leaders that can be secured are drilling our men in singing music which shall inspire them with courage, fortitude, and cheer. Already our army is beginning to sing, and our generals take great satisfaction in the fact that they will lead a singing army to the front. Our men are finding their voices; and let us hope that this impulse toward song may not lessen, but that our whole nation may likewise raise its voice in song.

For just as surely as our soldiers need music to cheer the lonely camp, to quicken the weary step, and to inspire the fiery charge, so do our people at home need song to comfort and sustain the sad hearts of those who have given their loved ones as a sacrifice on the altar of their patriotism. Just as truly as in the army, the question of morale looms large at home. Our gallant boys may be expected to show high qualities of courage only as they are supported by those qualities in the folks at home. We must not expect our soldiers to show the enemy a united front unless we can show them a united back. I am reminded of a recent cartoon in which two English Tommies at the front are discussing the situation. Says one, "We will surely win if only they hold out firmly." "Who hold out?" asks the other, "our soldiers?" "No, you boob, the folks at home." Our people at home must keep up their courage, must day by day do their part in the struggle, with steady and calm assurance, if the war is to be won. And music can help us worthily do our part. In music we may find a voice to express the sentiments which transcend words, which speak from the overflowing heart, and tell of the fullness of our realization of all that our country is going through that humanity may not falter in its onward march of progress. Just as music makes our soldiers strong in their courage, so does it make us at home strong in our faith.

Last Sunday it was my pleasure to have a most interesting interview with Baron Tanataro Megata, the Japanese Financial Emissary to the United States, who now represents the Imperial Japanese Government in many important matters in this country. Years ago Baron Megata was deeply interested in the introduction of our western music into the Empire of Japan. Largely upon his recommendation, an American musician, Luther Whiting Mason, went to Japan and began the work of training the Japanese in our style of musical expression. The story of Mr. Mason's life in Japan is of great interest, but I cannot at this time indulge myself in the pleasure of telling the story to you. The point which I wish to make is that a few years thereafter the Chinese-Japanese war occurred. Following the war, which, as we all remember, ended in victory for the Japanese, the Imperial Japanese Government bestowed on Mr. Mason the order of the third rank of Japanese nobility, the highest decoration which a foreigner can attain. This was an expression of the recognition by the Japanese Government of the great aid given by music in winning the war. As was stated when this order was conferred on Mr. Mason, the troops in the field and in the camp were encouraged, cheered, and inspired by the martial songs which Mr. Mason had taught the nation; and the people at home were comforted and fortified through singing the songs of home and of patriotism which they had learned from their American teacher. It is interesting to us to realize how quickly our great eastern ally appreciated the power of music in the development of the morale of its army and of the nation at home.

And what of the third point which I mentioned, namely the development of our higher ideals and the training of the coming generation? How can we truly lead our children to see, to feel, to understand that moral elevation toward which the progress of this war is leading the world? How can

we bring them clearly to the consciousness of the great destiny which lies before our country? Too long have we borne the reproach, flung at us, unfortunately, with some degree of justice, that we are merely a material-minded race, with our ideals lost in the mad chase after dollars. We have been a pioneer people, hewing our way through trackless forest or over barren plain. We have subdued the forces that opposed our way in the wilderness and then have turned our energies to the engrossing task of gathering the almost boundless wealth stretched out before us. It is not to be wondered at that materialism has rather dominated our thoughts. But it has not destroyed our ideals, and when it finally became clear that the European War was really a clash of might against right, we could do only one thing, and that we have done, throw the whole force of our nation upon the side of right. Our children must understand these things. Their hearts and minds and souls must be made sure and strong in the idealism which always hereafter must dominate our national thought and action. And in music we will find a potent power at hand with which to present in clear and unmistakable form the lessons our children must learn.

Our German foes are wise in many ways. Let us oppose with every possible force the evils which they represent. But let us not be blind to the keen wisdom they have displayed in building their marvelous machine, the army, and in the development of their wonderful spirit of national unity. A long time ago, before the war with France in 1870, certain German statesmen dreamed a vision of world conquest, and they set about to accomplish it. As one of their first and most important means of preparation they decreed that German thought must be directed in channels of their own choosing. So the German children were taught to sing songs chosen by their rulers. These songs glorified the fatherland, glorified the army, glorified their rulers, glorified all that the cunning leaders would wish deeply engraven on the German heart. Today we stand amazed at what we deem the almost unexplainable cupidity of the German people. The training of the leaders of German thought, largely aided by the children's songs, has left an impression so deep and strong that it causes us to wonder. What a wonderful force a nation's song can be. He spoke truly who said, "Let me make the songs of a nation, and I care not who makes its laws." Cannot we utilize this marvelous power to do good with it? Cannot we teach our children songs that will lift their souls into the realm of the good, the true, the fine, the pure things of life, with a lasting force and power? Cannot we, through music, elevate the spirits of our children upon a plane of idealism which shall insure for the world a finer, better future?

We need not altogether wait for the next generation to begin our work of spiritual uplift through music. Already its power is felt throughout our land. Music in America is no longer a beautiful dream of the future, it is here, now, and it is our business, as educators, to see that it is put to its noblest, best, highest uses. What are the ways in which we who are gathered here can best aid in utilizing the power of music in the highest degree?

1st. Let us see that the music taught in our schools is truly educative and inspiring. Let our singing be truly an expression of emotion and spiritual exaltation, and not merely mechanical exercise.

2nd. Let us encourage musical talent among our children just as we should encourage all other worthy talents we discover. The gift of music may be of inestimable worth to its possessor, and when we discover any special talent let us so arrange our curriculum that the child may have ample opportunity for its full, free, unforced development.

3rd. Let us open our school doors to gatherings of the people of our neighborhood for the purpose of singing our good songs of home and country. Today there are many inexpensive collections of good songs easily available for such purposes. A new collection is even now being prepared which will retail for only one cent. Let us help to establish the practice of community singing.

4th. Let us encourage and assist in every way the establishment and development of school and community orchestras and bands. Our young men and boys may often find in this exercise a means of contact with the beauti-

ful which may turn them from the direction of the commonplace if not worse into the direction of helpfulness in the community.

5th. Let us encourage the formation of music study clubs in our localities. The talking machine and easily available ample literature on musical subjects make this plan of music study entirely feasible.

6th. Let us encourage the best type of congregational singing in our churches, and the most worthy kind of music in our Sunday schools. Too often we have left our music at church entirely in the hands of paid singers just as we have too often left our religion in the hands of paid preachers. Our Sunday schools, too, have too often sung music of the trashiest variety because we were not ourselves devoted enough to infuse spirited singing into any other kind of music. And by spirited singing we have usually meant only loud, lively singing, not singing with out hearts, but rather with our lungs. Let us attend to the thought expressed in our songs instead merely to its jingling melody, and our Sunday school music will take on a new and better life.

7th. And last, but by no means least, let us take part ourselves in all these musical activities. We must not be contented with a superior attitude of patronizing encouragement of these things, but join in them ourselves with the same enthusiasm we would like to see others. Never mind if our voices are not as sweet or powerful as Caruso's, let us join in with all we have and others will be encouraged to do so too. Let us not imitate the German officers who follow their soldiers to battle, prodding the laggards with the points of their swords, but let us be like our own brave allies, whose officers our own officers will emulate, leading their troops to the charge with a rousing, "Follow me!"

PRIVately ENDOWED INSTITUTIONS AS RELATED TO THE SYSTEM OF PUBLIC INSTRUCTION.

Frederic A. Hall, Chancellor of Washington University.

In the development of education in America the older institutions located mainly in New England depending for their supply of students upon the then prosperous academies which were supported largely by private means. They therefore, by determining what they should require as admission conditions, forced upon the secondary schools the kind of studies and the method of presenting the subject which the academies were to follow. Things have greatly changed since then. The rapid development of the Middle West gave rise to institutions (one at least in every state) which were supported mainly by taxation and were therefore largely independent of the income from tuition. At the same time throughout the country high schools developed, strengthening the courses of instruction, calling stronger men and women as teachers, having equipment and being housed on a scale beyond the possibilities of privately endowed academies, until gradually the privately endowed academy has gone out of existence with a few striking exceptions, and the publicly supported high school has supplanted it. Furthermore, being independent of income from tuitions, being responsible to the public alone, being assured of all the students it wants, it has almost unavoidably assumed a degree of independence unheard of in earlier years. It has extended its course of study until not a little of its work of the two upper years is that which formerly constituted a part of the prescribed college course. In its development it has reached a stage now where it no longer heeds the demands of institutions of college grade, but determines for itself what it will do and how it will do it, and practically says to institutions of higher learning: here is the scope of work; our students will be graduated under such and such conditions; having fulfilled our requirements they will be given diplomas; it rests with the authorities of higher institutions as to whether they will receive them into their freshman classes or not; we are somewhat indifferent about their attitude; we refuse to be told what we are to do, or

how we are to do it; the most that we will accept from the hands of those in authority of higher institutions of learning is suggestions, but we decline to be dictated to in any particular in educational problems which in our judgment concern secondary education.

It is perhaps natural for those in charge of the secondary education, now centered in the publicly supported high school, to be fully conscious of their power and of their influence. It is perhaps natural for them to assume some of that dictatorial attitude in their relation to the schools above them which those in charge of higher education were so fond of using as long as the balance of power was in their hands. College authorities were not slow to exercise their power when their rights could not be disputed; they were impatient with any lack of enthusiastic support on the part of those who were supposed to prepare students for the college training. They forced upon the secondary schools much drudgery, and hampered the work which the schools were to do by emphasizing unduly the preparation for college which the secondary schools were to keep always in mind. With the situation completely reversed, it is almost inevitable that for a period at least high school authorities should take advantage of their opportunities, and should now emphasize the fact that their principal duty is to train young people for participation in practical living, making college preparation an incident rather than the main purpose of high school training. Those college faculties that come in contact with this lack of sympathy should exercise patience, and should recall the golden days of their opportunity and how they made use of them.

It will take time to adjust the situation, but the good sense of administrations, both in the higher education and in the high schools, will eventually bring about an adjustment which will be sympathetic and fair. High school faculties will gradually learn that they are making mistakes the same as college faculties; that courses of study provided by the high schools are often illogical and are not infrequently largely influenced by the pressure of public opinion. All of us in educational work are forced to admit that the principal, the patron, as well as the student—or to put it another way, the general public to no small degree tells the school authorities what to put in, what to leave out, what to emphasize, and what to minimize. At the present time, for instance, Greek has been eliminated universally from the curricula of public high schools; Spanish has been very generally introduced. To the latter subject crowds of young people are rushing deluded by the prevailing impression that trade with our southern neighbors justifies wholesale preparation in the study of a language which few will learn to speak and fewer still ever find occasion to use. Neither of these subjects has received its treatment as a result of carefully studied educational values, but because of the trend of public opinion. Other instances, perhaps not so conspicuous but equally existent, could be enumerated, where the school authorities have neither introduced nor eliminated a particular subject because of its recognized educational value or lack of such, but because of the pressure of public sentiment favoring this and being unfavorable to that. All of us, then, both those in the higher institutions and those in the secondary schools, need to walk humbly in the presence of existing facts, and to acknowledge that in spite of our boasted independence we are still marching to the tune played by the public band.

We are all of us paying the penalty of a democratic form of government. An easy solution of educational problems is found where an imperial edict sets the standard. With all the power centered in one man or in a single group of men, there can be developed in any country a thoroughly systematized educational program. Undoubtedly such a course of study would have many of the merits and few of the demerits of the haphazard work now being done in America. If efficiency is the one goal towards which education should tend, then by all odds Prussianize American schools; but fortunately for the development of character America in education, as in her government, has found it more profitable to blunder along reaching one height after another in spite of serious mistakes and weaknesses, until in character at least the young man entering life in America measures up thoroughly well, on the average, with the young men of any country of the world—in fact, we are inclined to believe that American young men enter upon their careers with

a broader horizon concerning civics, and with higher ideals in relation to the family and to the individual if not to the state, than can be found elsewhere in the world. Democracy, then, in its education as well as in its governmental experience, develops the individual responsibility, preserves the initiative faculties, quickens the imagination, and implants ambition to a degree that no cut and dried method of education could expect to produce. Our men are yet to be heard from on the modern battle field.

So far as universities are concerned, more and more it is being emphasized that the best location for them is in or near a great city. The public schools of the great city thus become the chief source of supply of students in the undergraduate department. Such an institution has no clearly defined clientele, unless in the case of some of the smaller denominational colleges. It must make its appeal either from the standpoint of religious advantage, denominational affiliation, or superiority of facilities, equipment and faculties. Since the privately endowed academies are no longer existent, at least in sufficient number to prepare students in appreciable quantities, all institutions both public and private rely chiefly upon the graduates from the public high schools.

In view of this fact, and in view of the further fact that through the influence of the state university authorities and the public school authorities, the high schools of the country have been standardized so that one may readily ascertain the grade and character of the high school in any locality in any state; since further the work is so specifically outlined, so generally well taught, it seems to me that in perfect safety the privately endowed institutions may go farther than they have yet gone in recognizing the work done by the standard four-year class A high school. With an experience nearly forty years, chiefly in Missouri it is true, I have come to the conclusion that the instruction in class A high schools is good, that such high schools in the main accomplish their purpose, that while their chief work is to prepare men and women for intelligent citizenship, they also train them in such a way as to make them ready to profit by a further course of study on the part of those who can afford the time and the expense. My personal acquaintance with high school men has been intimate. The teachers of the high schools are very generally well educated, well poised men and women of good character and high ideals; they train young people effectively; in the main they are glad to see their graduates advance in their studies beyond the high school course; in the main they encourage college education. Thousands enter the colleges from these schools, and of the thousands the great majority carry their work creditably.

In view of all of these facts I personally am in favor, as I said before, of the privately endowed institution going farther than it has ever gone in recognizing their work. I should personally be glad to see every institution which accepts certificates set aside its specific requirements for admission to this extent; that any graduate of a standard high school of four years, class A, should be admitted to the institution without condition, no matter what course of study he had pursued during his four years of high school training, provided only that accompanying the certificate would be a statement from the proper authority that in the judgment of this authority the person concerned was competent to take a college education. This latter clause is only a means of eliminating in advance those evidently not fitted to take a college training, but who perhaps by strenuous effort did succeed in fulfilling the requirements for graduation from a high school.

THE SIGNIFICANCE OF WOMEN'S CLUBS AND PARENT TEACHER ASSOCIATIONS IN COMMUNITY LIFE.

Ella Victoria Dobbs, Assistant Professor Manual Arts, University of Missouri.

In attempting to outline the significance of women's organizations in community life, I am more than willing to confess to a decided change of heart and like many a ninth hour convert, I am anxious to make up by increased energy, for the earlier lack of interest.

Many of us have looked upon the work of women's clubs from a purely academic standpoint. We have judged them solely by the programs offered as study and because these have frequently touched lightly upon a host of deep and serious topics we have decided that all their work was superficial. We have poked fun at the paper which was copied literally from the encyclopedia or borrowed from some other source. But the real test of an organization is in its reflex action upon its members and in what it inspires them to accomplish.

Higher education for women though now on a firm basis, is still in its infancy, and there are hundreds of women of fine mental ability who have been denied even secondary school education, and who are hungry for even the small taste of book lore which may be had through a superficial club program so that even this phase of club work is not to be despised. But clubs serve other purposes and meet other needs.

The present generation has witnessed a most remarkable change in our manner of living. Modern industry has taken out of the home and into the factory many processes that once filled the hands of women at home. Modern methods of lighting and heating have simplified many household problems. The present day housekeeper need not make candles. She need not fill lamps and polish chimneys. She has only to press a button and the light is on or off—provided the system is working. She need not milk cows, if she lives in town she may not even keep a cow, but a dairyman will deliver milk to her door, but while she is relieved of the labor she is less certain of the quality and cleanliness of the milk.

She does not spin or weave and she need not even sew, for every garment she needs may be bought ready to wear. But while she is relieved of this labor she has lost control of the quality and must accept what the market offers. These are but a few of the instances that might be cited in proof of the fact that the changes which have taken labor out of the home have created new conditions in which all women have a common interest. Under old conditions it was a matter of individual concern to each woman whether her butter was sweet, her bread well baked, the clothing for her family well made, and her standards were not affected by the shortcomings of her neighbors. Now these matters are community problems in which all are alike interested. A new condition calls for an educated public opinion, and intelligent co-operation through efficient organization if proper service is to be rendered.

Women's Clubs and Parent-Teacher Associations offer the medium for the first step in organized effort—the first coming together of the group with a definite, common, purpose. The study, even if in some instances it is superficial, gives a broader outlook upon life. The mothers begin to see the situation less in terms of "my child" and more in terms of "our school and our children," and begin to realize that what is good for **my child** is desirable for **our children**. Out of this new point of view grows a consciousness of social responsibility which is sure to be followed by a definite effort to meet it. If the death rate among babies is high because the supply of milk is poor or inadequate let us seek out the cause and set about correcting the evil. If the moral tone of our community is ruining our boys and girls, let us seek out the plague spot and destroy it. But these things can only be accomplished through organized effort and an enlightened public opinion.

The Parent-Teacher Association offers a medium of sympathetic understanding between home and school. In many communities mother never comes to school unless Johnny has been in trouble, with the result that she cannot connect the school and the teacher with pleasant thoughts. All too often, quite the opposite is true.

School methods have changed as markedly as the living conditions. Twenty-five years of child study have meant educational progress, but to the parent who is out of touch with the school any change from the old methods is viewed with suspicion. The Parent-Teacher Association is the medium through which parents may keep in touch with school conditions, and keep abreast with the times, in our better knowledge of child development and the newer methods which are planned to suit the child's natural habits of development.

Many modern methods seem to be but play compared with the harsh unchildlike methods by which most of us learned our A, B, C, and yet because they are suited to the play period of development in the child, progress is much more rapid and in some fields, more is accomplished by them in one year than used to be accomplished in three years.

Coming into closer and more sympathetic relationship with the school, awakens a deeper consciousness of its needs and a desire to supply them. Where before the chief concern was to avoid increased taxes, this awakened consciousness regards added equipment and better school conditions as an investment which is sure to yield a big return in better education for the boys and girls.

In the work of the many clubs now organized it is inevitable that there should be more or less overlapping in the fields of endeavor. There has long been a consciousness among leaders that some adjustment was needed but how to bring it about most satisfactorily has not been an easy problem to solve.

The Nation's great need and our war emergency measures are opening our eyes to the weak places in our habits of life both personal and as communities, and our quickened spirit of patriotism is making us willing to do whatever will best serve the cause even if sometimes it means the sacrificing of some pet project to make way for a larger and better undertaking. One of the most important of these war emergency measures is the creation of the Council of National Defense with its Woman's Committee in charge of woman's work. Thus for the first time in National history the women are called directly into National Service. The Woman's Committee is not an organization to which one may belong or not as one chooses, but is a supervisory body appointed by the President and Congress with instructions to repeat itself first in each state, then in districts of the state, then in counties and towns, until the organization shall reach down to the last woman in the country. This committee in its various divisions is to serve as a clearing house thru which all organized effort may be made more efficient, thru which all organized effort may be mobilized for the country's service. It is not the purpose to create new working units, except where none exist, but to direct the work not being done into the most effective channels. Where there is overlapping of energy, adjustments may be made and neglected districts reached. There is work enough for all and more and this is Woman's Call to Colors.

We need the local organizations in every community that every woman may learn, not only to look well to the ways of her household, but may have a vision of the far reaching influence of each home. We need Woman's Clubs that will study definite problems of home and community life so that food, shelter, and raiment may be wisely chosen and adequate for all. We need Mother's Clubs and Parent-Teacher organizations that the Home and the School may learn to work together wisely for the greatest good of all children. We need to use every means to make every woman appreciate that no man, nor home, nor family liveth unto itself alone but that all are affected to some degree by selfishness or ignorance in any home. We have recognized these movements as evidence of progress and we have measured the stage of development of any given community by its interest in these concerns. But what has been a matter of personal choice now becomes a patriotic duty.

No woman can regard herself as truly patriotic who is not lending her aid in some way to the organized efforts of her community to uphold the highest ideals of personal and public patriotism, of personal and co-operative service for better community life, better schools more regularly attended, better home life and living conditions, Better Babies, and a better chance for them to live and grow into worthy citizens.

UNCLE SAM AT WAR.

By Hon. Wm. P. Borland, M. C., Kansas City.

Events have proved that in August, 1914, the only great nation in this world prepared for war was the Empire of Germany. Of all the great nations the least prepared for war on that date was the United States of America. We had no army. The American Army numbered barely 85,000, men too small to police the shortest international border on the Rio Grande.

We had no navy. We had endowed our navy with appropriations more liberally than any nation except England, the mistress of the seas, and yet we were told that we were only in the fourth or fifth class and could not successfully defend either the Atlantic or Pacific Coast. We had no merchant marine. The American flag all but disappeared from the oceans of the world, and the surplus products of this great nation were carried abroad to the market in foreign ships.

We were a debtor nation. Millions of our securities were held abroad and every year it was necessary for us to send to Europe millions of money to redeem the interest on our bonds. If we could not pay in cash, as ordinarily we could not, we had to pay in raw material—wheat, cotton, lumber, oil, copper—which we sold at the lowest productive price, draining our national resources to support the labor and capital of Europe.

On the 6th day of April, we entered the war against the most scientific foe which the world has ever seen, almost totally unprepared from a military standpoint. We were armed only with that splendid assurance of egotism which is a valuable trait of the American character. The feeling that Uncle Sam single-handed can lick the hull of creation is the most valuable trait of American character, but it isn't the only weapon which soldiers need in such war as we have challenged. We had to create an army after war was declared. We even had to create a military system adapted to the interest of the self-governing people for we could not even expand the army which we had into a serviceable force.

Those who contended that Uncle Sam could not enforce universal military conscription failed to sound the depth of patriotism of the American heart. On the 5th day of June, 1917, a day memorable in the history of the American Republic, nearly ten million red-blooded young Americans stepped forth from the ranks of the people and enrolled themselves to defend the same flag. Today we have an army in the field, and such an army! An army drawn from every home and every fireside in this land; from every rank of society; from every trade; every occupation; from every race, kindred and tribe which makes up our great nation.

I have seen that army in a score of camps throughout the United States, and I say to you that for courage, for intelligence, for discipline, and for moral character, no finer body of men were ever gathered under any flag in the history of the world than will fight the battles of democracy under Old Glory for Uncle Sam! I place that army on your hearts and on your prayers. We must not let it go into the field unsupported. It must have behind it the strong arm of Uncle Sam and the generous sympathy of a loyal and united people.

The time is soon at hand—aye, it is now here—when we cannot draw aside the veil of silence and tell you where that army is nor how it fares. In these days when the soldiers are baring their breasts to the bullets of the foe they have a right to feel that they are not in any danger of attack from enemies in the rear. They have a right to feel that you and I will see to it that there are no set of men back home pouring the poison of sedition into the veins of good old Uncle Sam.

We entered the war for the defense of America's rights—rights as old as the history of the American Republic. We fought England, our mother land, a second time in 1812 for less outrages upon our citizens at sea than we have suffered at the hands of the German Empire. All England ever claimed was the right to search our ships for deserters from the British Navy. She never claimed the right to sink our vessels, to murder our citizens, to destroy our property or to drive us from the high seas. All she ever contended for was

the right to impress her own seamen found upon American vessels, and we wouldn't even permit her to do that although she was the nearest blood relative we had on the globe. We were able to defend our national rights when we were a weak and struggling nation, and are we less able now that we have grown strong and great?

This is America's war, whether it is the war of any other nation or not. Let there be no misunderstanding in any man's mind on that subject. In the crisis of the world in which we find ourselves, our soldiers will not only fight America's battle but they are the foremost champions and defenders of the cause of democracy throughout the world.

We find ourselves allied with all of the great self-governing nations of the earth, and opposed to the last remnant of feudalism and military autocracy. When our fathers founded this land upon the equal right of all men to govern themselves and choose the form of Government under which they live, not a nation on earth was willing to agree that we could make a success of it. To-day four-fifths of the civilized world is glad to unite with us upon the American platform of the right of the people to control their own destiny.

Our soldiers will fight under no feudal banner, under no ensign of a royal house, under no standard typifying the divine right of kings to rule their fellow men. They will fight under Old Glory, the flag of the free. That flag is safe in the hands of the new American Army. They are imbued with the spirit of '76 and of 1812. If we support them, they will carry that flag to victory; they will never stain it with dishonor or inhumanity, and will bring it back with added luster after having written a new page in the history of our Republic.

What that old flag means to us, we want it to mean to all the world. We have seen it through all the struggles of our infant nation; through starvation and suffering; through privation and peril; through disaster and defeat until the black midnight of Valley Forge burst into the cloudless dawn at Yorktown. We have seen it wave in victory above Perry at Lake Erie and the deathless achievement of Andrew Jackson at New Orleans. We have seen it triumph at Monterey and at Buena Vista, and at Cero Gordo and Chapultepec. We have seen it sway to and fro in the mighty storm of the Civil War. We have seen it in the high-water mark upon that great struggle on the field at Gettysburg, where for three long days under the burning sun of July the brothers who wore the blue and the brothers who wore the gray hurled themselves against each other in fratricidal strife until they had proven to themselves and to all the world that they were one in courage, one in race, and one in destiny.

We have seen Old Glory with Dewey at Manilla Bay, and with Sampson and Schley at Santiago, and by this splendid army of young Americans we shall see that same old banner a star of hope to the suffering world carried in triumph across the bleeding fields of France and Belgium until it is planted in victory and in permanent peace upon the last stronghold of feudal power on earth.

STANDARDS IN ENGLISH

Prin. J. J. Mahoney, State Normal School, Lowell, Mass.

(Abstract of slide-talk given before the Department of Elementary Schools.)

In January and February, 1913, a series of conference on English in the public schools of Cambridge, Mass., brought out the following points:

1. That the English work in the schools was unsatisfactory. (Proposition tentatively accepted.)
2. That there was considerable haziness of opinion as to just exactly wherein it was unsatisfactory. (Examination needed.)
3. That there was also considerable haziness of opinion as to just exactly why it was unsatisfactory. (Examination needed.)

In order to find out just **wherein** the English work was unsatisfactory, just what was the **matter with it**, the teachers of the Eighth Grade, and of the Freshman Class of the High School were asked to state concretely what, in their opinion, they should reasonably expect, in the way of English, from graduates of the Elementary School. That is to say, speaking technically, they were asked to set up a standard of achievement, a definite objective, a goal. Here are some of the statements:—

- a. Graduates should be able to write simple English, with clearness and correctness.
- b. Graduates should have the power to express their thoughts in a clear and convincing way, without grammatical mistakes.
- c. The Elementary School should train the pupil in the development of English appreciation and English power.

Commenting on the above, it seems sufficient to say that a man never learns to shoot accurately by using a barn-door to shoot at. He selects instead a target, which is fairly small, and he aims to hit the bull's-eye, which is smaller still. After a series of conferences, and after examining the papers of hundreds of pupils, we succeeded in Cambridge in setting up a target of the bull's eye variety. Being teachers, rather than soldiers, however, we called it an aim or objective. We then found it necessary for various reasons to write a new Course of Study in order to indicate to teachers how this aim could be realized in the most economical way. And as the work developed under our hand the idea came to us (1) of setting up definite aims in each of the grades; (2) of writing down very specifically, what should be done in the way of method to insure the realization of these aims; (3) of entering in the course of study for every grade very carefully selected children's compositions, which might illustrate in concrete fashion the sort of work that a teacher in this grade or that might reasonably be expected to secure. In other words, an attempt was made to suggest to teachers just exactly what they were expected to do, as a minimum, just exactly how they should do it, and about what it should look like when done.

The slides will set this all forth more clearly than I can say it. While looking at them, tho, I am going to ask you to bear in mind a few things that they don't tell:

- (a) This Course here illustrated deals with the following:

I. Oral Language.

- (a) Training and practice in connected talking.
- (b) Voice, articulation, pronunciation, inflection.
- (c) Exercises on common errors of speech.
- (d) Building up a vocabulary.

II. Written Language.

- (a) Training and practice in written composition.
- (b) Exercises in technicalities of written work, including spelling.

Technical grammar is not included at all in this outline, but functional grammar is taught thru the medium of language games and other devices in every grade. Spelling is included, for reasons that the slides will make clear. No mention is made of Literature specifically, but its contributory value is recognized throughout.

b. Articulation, pronunciation and inflection can't be illustrated on a screen. The course provides systematic drills on these points in every grade.

(c) Don't jump to the conclusion that the object of this particular scheme of English instruction is merely to secure **correct** English. The teaching that secures correctness of **Form** only is not real language teaching. For the theme that is conventional and colorless, even tho it be correct, is of no particular value.

(d) This course is based on the theory that a pupil in the elementary school can learn all the English that he can appreciate within the limit of a single page of writing. Long themes are barred. All work of a reproductive character is discouraged, and no attention is paid to such matters as paragraph structure; the distinctions between description, narrative, and so on;

or the formal inculcation of Clearness, Force, and Ease. Whatever of style appears in the specimens on the screen is there because it is "caught and not taught."

(A few of the slides shown are here reproduced.)

No. I. AIM OF COURSE.

1. To graduate pupils able to talk or recite for a few minutes in an interesting way, using clean-cut sentences and good enunciation.
2. To graduate pupils able to write an interesting paragraph of clean-cut sentences unmarked by misspelled words and by common grammatical errors.

No. II. Oral Standard—GRADE I.

1. I have a buttercup. The buttercup is yellow. It grows in the field. It makes your chin yellow. That means you like butter.

No. III. ORAL AIMS—GRADE IV.

- (a) To strengthen the "sentence-sense". Eliminate "and" "so".
- (b) To secure good bearing before the class. There is no excuse for self consciousness if the right class atmosphere is established.
- (c) To continue to promote orderly talking.
- (d) To secure good articulation and good tone.
- (e) To correct, with moderation, common spoken errors.

No. IV. ORAL STANDARD—GRADE IV.

My Longest Journey.

When I was coming from the old country, two boys gave us a ride to the big boat. The boys had jerseys on. On the boat there were high beds and low beds. My mother was awful sick. A man gave us some spaghetti and meat. The meat was no good, so we threw it in the ocean. It took us ten days to sail across the ocean.

No. V. ORAL AIMS—GRADE VI.

- (a) To give such thought to the handling of the oral language period that it will cease to be either a terror or a bore to the pupils.
- (b) Still keeping in mind the short sentence as the safe unit in speech, to strive for easy transitions as a step toward fluency.
- (c) To insist and insist in every lesson of the day on clear enunciation and a natural speaking voice.
- (d) To continue the fight against common errors of speech.
- (e) To train children to handle a single phase of a subject and to stick to the point.

NO. VI. ORAL STANDARD—GRADE VI.

How to Keep a Neat Desk.

Keeping a neat desk is a very easy thing to do. The desk must be cleared out once a week, then everything put back in good order, with the books in one side, papers, pencils, and pens on the other. To make it look neat, the larger books should be at the bottom, with the smaller placed on top of them according to their size. If there is a penwiper and other small things of that sort, such as pencil sharpener or penknife, it would be a good plan to have them kept in a little box at the back of the desk. It would be best, if there is a blotter, to put it on top of the papers in the middle. Only as many papers as are necessary should be kept in the desk. The top of the desk should be kept clean and free from dust. The ink well cover should be closed except when the ink is being used. When leaving school at night, nothing should be left on the top of the desk.

No. VII. WRITTEN STANDARD—GRADE III.

In Palmer writing we use our arm. We slide on our fingers. We roll on our muscle. We have a bridge under our wrist. Palmer writing is very nice.

No. VIII. WRITTEN AIMS—GRADE VI.

- (a) To complete the work of establishing the "sentence-sense."
- (b) To develop the power to write a short paragraph with some attention to arrangement of ideas.
- (c) To write and send frequently short, familiar letters.

- (d) To drill on the words commonly misspelled, and on common grammatical errors.
- (e) To secure complete mastery of the few technicalities noted.
- (f) To insist on neatness and good arrangement in all written work.

No. IX. WRITTEN STANDARD—GRADE VI.

The School Yard at Recess.

The recess bell rings at half-past ten, the drum begins to beat and we file out to the playground. When we are once on the playground, there is an awful rush. Some are playing ball, others are playing jump-rope, and "take away." From the playground you can see everything that goes on in the street. The playground is all humps and rather sandy, so that your shoes are all dust when you stop playing. At quarter of eleven the bell rings to go in, and we get in line and go back to work.

No. X. WRITTEN STANDARD—GRADE VIII.

A Picture in Our Schoolroom.

As I sit at my desk and write, I can see, if I look at the wall on my right hand side, a copy of "The Angelus" by Millet. When I study this picture carefully, I seem to see the scene that it represents passing before my eyes. The autumn sun is setting, and the gloaming that is descending upon the plain will soon overtake the two peasants who have been digging potatoes. Suddenly, the deep, solemn-toned bells are heard, pealing forth on the air. It is the Angelus bell, which tolls thrice a day to remind the people of the birth of the Savior. Both the man and his wife stop working and bow their heads in prayer. All the earth is clothed in a glorious beauty by the soft, yellow light of the sunset, and but for the bells all is silent. Who knows but that the angels are hovering near, though unseen, ready to carry to the Almighty in heaven the prayers of these two faithful souls.

"COMMUNITY LIFE IN THE SCHOOL"—EXTRACT.

By Charles Howard Mills, Director of Extension Work, Kansas City Public Schools.

The time is past, or rather coming around again, when schools must be used for something besides formal education of children for five or six hours during the day. All over the country, within the past few years, we have heard a great deal about our schools being used as Community Centers or Recreation Centers or Social Centers. All of these terms are nearly synonymous, tho to be explicit, I would say that the terms Recreation and Social are included in Community Center.

What right have we to plead for decent conditions of clean, wholesome recreation for our young people and at the same time leave these costly buildings and equipment closed to the public the majority of the hours out of the twentyfour? In the same spirit that years ago people used to come together in the little red school house or the old town hall to promote projects for the betterment of the community, they are beginning to use the present public buildings that belong to them. Boards of Education, both city and rural, are waking up and realizing little by little that the school is not performing its real modern function unless it ministers not alone to the children or even to a few of the needs of some others, but to many of the varied interests of all the people of the community.

What are some of the activities that most commonly fall under this classification? Lectures, concerts, socials, parties, motion pictures, debates, civic discussions, instrumental and vocal musical groups, athletics, dramatics, Boy Scouts, Camp Fire Girls, neighborhood improvement associations, etc., etc.

No, we have not yet reached the place where the principal or the teachers of the school have to be thoroughly qualified in conducting all of the above activities in order to hold their positions. For well do we know the many, many burdens that are added to the shoulders of these self-sacrificing public servants year by year. But I will say this, that I firmly believe that the time is not far distant when the "social-consciousness" of the applicant for a teaching, especially a supervisory, position will be a serious consideration. In our work we must link together to a great extent the education of the young and the general social welfare of all the members of the family that those "young" come from.

A real Community Center is:—"the community wide organization of neighborhood activities, in the publicly owned center, for Education, Recreation, Civic Development, National Service," Democracy.

Its a wonderful, inspiring sight to see and feel the people of a neighborhood really coming together for things worth while in their community with a spirit of neighborliness. We're doing it right here in Kansas City night after night in dozens of our schools.

In the kind of social world we're living in, we must admit it, we belong to our different cliques, and clubs and classes and sets. People live right across the street or almost next door to one another, and perhaps never meet until they just happen to at the school house around the corner. On Sunday we go to worship. If you are a Methodist you go to the Methodist church; if I'm a Baptist I go to this one; if she's a Christian Scientist she goes over there, and if he is a Presbyterian he goes to still a different place. We men, all supposedly working for the good of our government, belong to the political organizations. If you are a Republican, you go in that direction, and if I'm a Democrat, I go in an opposite one. But why,—why do we come together in our own school houses? Just one reason,—we are neighbors. Then let us act as such in the Community Centers. I can feel the spirit of a real Community Center meeting right now; I can see one, as I literally do, dozens of them. The neighbors gather, are cordially greeted and all tagged with their names in plain sight. We have a literary and musical program in which there is plenty of genuine Community singing. The chairs are cleared away and all, every one, enter, almost as children, into a Grand March and a few games. Then perhaps a few of the beautiful old-time rythmical Folk dances in which all take part and get mixed up and acquainted. Other meetings of various types follow later. A civic interest is aroused in the life and welfare of the community of the city. They say we are mixed up in this horrible world war for the sake of International Democracy. I believe it. But let us also begin at home with Community Democracy. What better medium than the School Community Center!

CONSTITUTION AND BY-LAWS OF THE MISSOURI STATE TEACHERS' ASSOCIATION.

CONSTITUTION.

ARTICLE I—NAME.

This Corporation shall be known as the Missouri State Teachers' Association.

ARTICLE II—OBJECT.

Its object shall be to advance the standards of the teaching profession, to secure the conditions necessary to the greatest efficiency of teachers and schools, and to promote the educational welfare of the State of Missouri.

ARTICLE III—MEMBERSHIP.

Any person actively engaged in any branch of educational work, or interested in the cause of education, may become an active member of this Association upon the payment of Annual or Life Membership dues.

ARTICLE IV—OFFICERS.

The Officers of this Association shall be a President, three Vice-Presidents, a Secretary-Treasurer, and an Executive Committee composed of six members, three men and three women. The present members of the Executive Committee shall continue as members of the Executive Committee under the amended Constitution until the expiration of the terms for which they were elected. No member of the Executive Committee shall be eligible to succeed himself. The President of this Association shall be ex-officio a member of the Executive Committee.

ARTICLE V—ELECTION OF OFFICERS.

Section 1. All Officers of this Association, except the Secretary-Treasurer, shall be elected annually by ballot, at the Annual Meeting, but by majority vote the Secretary of the meeting may be authorized to cast the ballot of the meeting for any candidate.

Section 2. After 1921, one member of the Executive Committee shall be elected each year to serve for six years. However, at the Annual Meeting in 1917, in 1919, and in 1921, two members of the Executive Committee shall be elected, one for five years and one for six years.

Section 3. The Executive Committee shall have power to fill all vacancies occurring after the Annual Meeting, but such appointees shall hold office only until the general election at the Annual Meeting next following.

Section 4. The Secretary-Treasurer shall be elected by the Executive Committee for a term not to exceed three years, and may receive compensation at the discretion of the Executive Committee. He shall furnish a bond in a sum to be fixed by the Executive Committee, the premium for the same to be paid by the Association.

Section 5. No officer of this Association, except the Secretary-Treasurer, shall receive any compensation whatever for services rendered.

ARTICLE VI—DUTIES OF OFFICERS.

Section 1. The officers of this Association shall perform such duties and make such reports as customarily pertain to their respective offices, and shall perform such other duties as may be required herein, or may be required by resolution of the members at the Annual Meeting, or of the Executive Committee.

Section 2. It shall be the especial duty of the President with the advice and assistance of the Executive Committee to prepare the program for the Annual Meeting, and to submit a copy of the same to the Executive Committee in time for publication and distribution as required in Section 4 below. The President shall each year appoint a Committee on Necrology who shall make report to the Annual Meeting. He shall also appoint a Committee on Resolutions composed of one member from each congressional district of the state, who shall report to the Annual Meeting. Provided, no resolution requiring the expenditure of money shall be reported which shall not contain the clause, "provided the unappropriated funds in the Treasury of the Association will justify such expenditure."

Section 3. Annual Meetings of the Executive Committee shall be held in Jefferson City during the first week of the month of June, and at the time and place of the Annual Meeting of this Association. Other meetings of the Executive Committee may be held at the call of its Chairman, due notice being given, and meetings shall be called by its Chairman, upon written request of three of its members.

Section 4. The executive Committee, subject to the provisions of this Constitution shall have general charge of the work of the Association, and shall have power to do all that may be necessary to fulfill the purposes of the Association, as herein set forth. It shall provide each member of the Association with a copy of the program at least one month before the Annual Meeting. It shall designate the amount to be expended for the Annual Meeting, but said amount shall in no case exceed two-thirds of the receipts of the previous year. It shall have in charge the finances of the Association and the enrollment of members. It shall make all appropriations and authorize all expenditures and contracts. It shall keep a permanent record of all its proceedings and shall

present to the Annual Meeting a report of its actions and recommendations. It shall constitute a permanent committee on Welfare of Teachers and shall be authorized to appoint a special Committee on Legislation for each session of the State Legislature.

ARTICLE VII—ANNUAL MEETINGS.

The Annual Meeting of this Association shall be held at such date and place as may be determined by a majority vote of the Association. However, in the event of the inability of the Executive Committee to make satisfactory arrangements for the accommodation and comfort of the members at any time or place selected, said Executive Committee shall have full power to change time and place of the Annual Meeting.

ARTICLE VIII—PROGRAMS FOR ANNUAL MEETINGS.

The Executive Committee, through the President of the Association, shall have charge of arranging the general program and supervision of arranging the department programs for the Annual Meetings.

ARTICLE IX—DUES.

The annual membership dues of all members shall be \$1.00. Life membership dues shall be (\$10.00) ten dollars. The receipts from life memberships shall be invested by the Executive Committee and the interest only be used.

No person whose dues are not paid shall be entitled to hold office in the Association, or to vote on any measure at the Annual Meeting. The fiscal year of this Association shall begin June 1, and end the following May 31.

ARTICLE X—OFFICIAL PUBLICATIONS AND PROCEEDINGS.

An Official Bulletin or Journal of the Association may be published by the Executive Committee, and the proceedings of the Annual Meeting be published therein.

ARTICLE XI—AMENDMENTS.

This Constitution may be amended at any regular meeting of the Association, provided notice is given to the Secretary of Association 60 days before the date of the Annual Meeting and the proposed amendment published with the Annual program.

ARTICLE XII.

The Constitution shall take effect immediately upon its adoption.

BY-LAWS.

LAW I—RULES OF ORDER

The Proceedings of this Association shall be governed by "Robert's Rules of Order."

LAW II—NOMINATION OF OFFICERS AND SELECTION OF TIME AND PLACE.

On the afternoon of the first day of the Annual Meeting, the members of the Association from each Congressional District shall meet in a place and at a time designated by the President of the Association and shall choose one member of the Committee on Nomination of Officers, and one member of the Committee on Time and Place. When, from any cause, a committeeman is not elected from any district, the President of the Association shall appoint a member from that district.

The Committee on Officers shall meet before ten o'clock on the morning of the second day and shall nominate candidates for the following offices: President, three Vice-Presidents, and one member of the Executive Committee, and shall report to the Association at the time designated in the Annual Program.

The Committee on Time and Place shall meet before ten o'clock on the morning of the second day, and shall report to the Association at the time designated in the Annual Program.

LAW III—THE STATE READING CIRCLE.

The State Reading Circle shall be encouraged in every possible way by the Association. Its financial management shall be under the control of the Executive Committee of this Association, and the Secretary-Treasurer of the Association shall conduct the routine business of the State Reading Circle under the direction of the Executive Committee.

The Reading Circle Board shall consist of five members, as follows: The President of this Association, the State Superintendent of Public Schools, and three members appointed by the Executive Committee, one each year for a term of three years.

There shall be held annually one joint meeting of the Executive Committee and the Reading Circle Board, the time and place to be designated by the President of the Association. The Reading Circle Board shall select such publications and arrange such courses of study as in their judgment may lead to the better professional equipment of the teachers of the state and to the strengthening of the habits of profitable reading among the pupils of the state. The Board shall make report of all its proceedings to the Executive Committee, and this report, together with a statement of the receipts and expenditures of the Reading Circle business shall be laid before the Association at the Annual Meetings by the Executive Committee, and published with the proceedings of the meeting.

LAW IV—PAPERS.

Each paper read before the Association, or any department thereof, shall be furnished the Secretary for filing, or for publication, if demanded by the Executive Committee.

LAW V—DEPARTMENTS.

The Association shall consist of the following departments:

1. Department of Universities, Colleges and Normal Schools, and Junior Colleges.
2. Department of School Administration.
3. Department of Secondary Schools.
4. Department of Elementary Schools.
5. Department of History and Government.
6. Department of Science.
7. Department of Mathematics.
8. Department of Music.
9. Department of Applied Arts and Science.
10. Department of Classics.
12. Department of English.
13. Department of Libraries.
14. Department of Rural Schools.
15. Department of Teachers of Education.
16. Department of Household Arts and Sciences.
17. Department of Missouri School Peace League.
18. Department of Kindergarten-Primary.
19. Department of Commercial Training.
20. Department of Parent-Teacher Association.
21. Department of Reading and Public Speaking.
22. Department of Geography.
23. Department of Folk-Lore Society.
24. Department of Agriculture.
25. Department of Modern Languages.

Any of the above named departments may be discontinued, or merged with other departments at the discretion of the Executive Committee, and other departments may be added, by application of twenty members, in writing, to the Executive Committee.

Each department shall select its own officers, make its own program, report its proceedings to the Secretary of this Association within ten days after adjournment of the Annual Meeting.

LAW VI—AMENDING THE BY-LAWS.

These By-Laws may be altered or amended at any regular meeting of the Association, by a two-thirds vote of the members present; but any proposed change must be submitted in writing, and must be read before the Association at least twenty-four hours before it is acted upon.

At the time of such preliminary reading the time when the proposed Amendment will be submitted to vote must be stated.

TEACHERS' READING CIRCLE

For the Teachers' Reading Circle this year the Board has adopted four excellent books as follows:

Division I	Division II
Betts—Class-Room Method and Management.	Brown and Coffman—How To Teach Arithmetic
Strayer and Norsworthy—How To Teach	Babson—The Future of South America

The reading Circle Course is to consist of at least two of the books—one selected from Division I and one selected from Division II. A review of each of the books follows:

Class-Room Method and Management, by George Herbert Betts. List Price \$1.50. R. C. Price \$1.00.

Class-Room Method and Management by George Herbert Betts is the most important book on teaching method now before the educational public.

First of all, it is interesting and well written. The author knows how to take deeply fundamental truths, strip them of all technicality, and make them available to the busy teacher in such a way that their study is a pleasure instead of a task. Furthermore, every point made has an immediate and practical value for each recitation. The text is founded on good theory, the best theory probably which has found its way into any book on method, but it does not stop with theory. The theory is so definitely carried across and applied to the teaching of the various subjects that each teacher will in some measure feel that the author must have had his particular class room in mind.

At the very beginning of the work Dr. Betts reveals the nebulous and uncertain state of method in our schools. He then immediately relates this condition to the lack of guiding principles in many so-called "methods," and proceeds to unfold the foundation principles that underlie all true method. These principles are to be found (1) in the discovery of a definite aim or purpose for each subject taught, (2) in the selection of the proper material for the accomplishment of that aim, (3) in the best organization of this material for instruction, and (4) in the most skilled technique of instruction in the recitation. Upon these four corner stones the author builds his structure of method. He then applies his conclusions in much concrete detail to the teaching the elementary branches, and briefly discusses the problems of management most closely related to successful teaching.

How to Teach, by George D. Strayer and Naomi Norsworthy, Teachers College, Columbia, Columbia University. List Price \$1.50 R. C. Price \$1.00.

"Every Missouri teacher should read this epoch-making educational book. It not only makes clear the principles of psychology that are involved in teaching, but shows definitely their application in the work of the class-room. It contains answers to questions on every phase of the

theory and practice of teaching, in clear, concise, concrete, vivid and thorough-going form. It contains a chapter on the measurement of the achievements of children, inasmuch as the success of the work of a teacher is determined by the changes which are brought to pass in the children who are being taught. The discussion of the methods of teaching considers the ends or aims involved as well as the process, as the art of teaching is always modified by an acceptance of the social purpose of education. Dynamic, forceful, impelling—this is a book which should have first place on your book shelf."

How to Teach Arithmetic, by Joseph C. Brown, Head of Department of Mathematics, Horace Mann School, Columbia University and Lotus D. Coffman, Professor of Education, University of Illinois. List Price \$1.50. R. C. Price \$1.00.

This book was written for the purpose of improving the teaching of arithmetic. That arithmetic is poorly taught is indicated by the fact that a larger percentage of children fail in it than in any other subject. The experience of the authors in training prospective teachers and in institute work confirms them in the opinion that the subject is suffering partly because many teachers lack instruction in its theories, methods, and devices. The authors do not assume that method can be substituted for scholarship, but they do contend that teachers as a class want and need definite advice in the teaching of arithmetic. The demands of reading circles, of special methods classes in normal schools and in teacher-training high schools, and of supervisors, but more especially the needs of the classroom teacher, were kept in mind in the preparation of this book.

Hundreds of teachers in widely separated parts of the country were asked to state wherein existing books on the teaching of arithmetic failed to meet their need, and especially to indicate the subjects in which teachers need most help. In the preparation of the manuscript the replies to these questions were very carefully considered. The book, as a result, is very definite and concrete. It tells the teacher exactly what to do, why it should be done, and when to do it.

The Future of South America, by Roger W. Babson. List Price \$2.00. R. C. \$1.15.

South America has become a real factor in the life and interest of the United States, but there is astonishingly little in the literature about South America which explains what that great continent really means to the people of this country. Such an interpretation is given in the present book by a writer of high standing in the financial and commercial world, together with an interesting account of the picturesque and romantic sides of life in all the various countries of South America, their history, customs and resources.

Mr. Babson has covered in the four hundred pages of this work a vast amount of essential information. The book is especially authoritative as Mr. Babson has had the co-operation of the leading government officials in the countries which he visited in the compilation of his material.

In addition to the treatment of South American countries, this book contains word-pictures of life, conditions, and customs in Cuba, Porto Rico, Santo Domingo, Hayti, Jamaica, the Virgin Islands, the Barbados, the Bahamas, Trinidad, and Martinique.

TEACHERS' READING CIRCLE CENTERS.

The county should be divided into Reading Circle centers or divisions so that each center will contain not less than five nor more than twenty teachers. A good time to organize the centers will be now. A competent leader should be selected in accordance with the plans of the county superintendent

for each Reading Circle center. In order to get credit for Reading Circle work, at least nine meetings must be held in addition to the last meeting at which the examination is given. A minimum to sixty minutes for each lesson in each book must be spent, or a total of 120 minutes must be spent on both books at each meeting. It is especially recommended that the first Reading Circle meeting be held the first Saturday after the schools begin in September and that meetings be held every two weeks thereafter until the nine meetings shall have been held. In this way the Reading Circle work can be completed before the beginning of the bad weather in January.

CREDIT FOR READING CIRCLE WORK.

The Normal Schools are again adding to the interest in the State Teachers' Reading Circle work by extending credit in their courses on compliance with certain conditions. Many teachers will no doubt wish this credit to apply on Normal School courses. State Superintendent Lamkin makes the following recommendations concerning secondary credit for reading circle work:

1. One-fourth unit (3-4 term unit) secondary credit will be given on each book provided that two of the four books must be studied before credit is received and provided further that the total credit given in any one year shall not exceed three-fourths secondary unit (2 1-4 term units).
2. It is recommended that two books be studied simultaneously.
3. Students who are in school will not be permitted to take the reading circle work.
4. Reading circle work for secondary credit must be done in a reading circle center composed of not less than five nor more than twenty teachers including the leader.
5. Each reading circle center must hold not fewer than nine meetings.
6. A maximum of 60 minutes in each book must be spent at each meeting of the reading circle center or a total of 120 minutes must be spent on the books at each meeting. (A total of 540 minutes must be spent on each book or 1080 minutes on both books exclusive of the time required for each examination.)
7. The final examination for reading circle work will be given by the county superintendent at the time and place of the March examinations for teachers. The examination questions are to be furnished and the papers graded by the institution in which credit is desired.
8. Competent leaders must be appointed by the county superintendent.
9. It is recommended that the first reading circle center meeting be held the first Saturday after the schools begin in September and that meetings be held every two weeks thereafter until nine meetings shall have been held. In this way the reading circle work can be completed before the beginning of the bad weather in January or February.

TEACHERS' READING CIRCLE PRIZES.

In order to encourage the sale of Teachers' Reading Circle books the Board has offered the following prizes:

On the total sale of books adopted for Teachers' Reading Circle 1917-18 one prize of a life membership in the State Teachers' Association will be awarded to the County Superintendent making the largest returns on the condition that the number of teachers in the county be considered. (A county with 100 teachers must do twice the business of the 50 teacher county to be on equal terms). Another life membership will be given to the County Superintendent who sells the largest number of Teachers' Reading Circle books without regard to the number of teachers in the county.

PUPILS' READING CIRCLE

HOW TO MAKE PUPILS' READING CIRCLE ORDERS

Please write your name (county and district so the Secretary can read them). Put in the money, (no books sent on credit). Transportation is pre-paid on all orders, large or small. If your order is less than \$3.00 add 10 cents extra. If your order fails to reach you in a week, write a postal asking the cause. As a rule you will get the order immediately as a supply of all of these books is carried by the board. Please report mistakes at once. All orders of \$3.00 or more will be accompanied by an invoice. In your first \$10.00 worth of books you need a dictionary. By the time you have \$25.00 worth of books you should have two or three of them and the Encyclopedia of "Common Things" and the one of "Persons and Places."

FORM OF P. R. C. ORDER

E. M. Carter, Sec'y. Pupils' Reading Circle,
Columbia, Mo.

I enclose Dollars and Cents, for which send me,
postage prepaid, the following books for District No., County.....
Bulletin No.

Price per volume

Date..... (Signed) Address Mo.

10 cents extra on all orders for less than \$3.00.

TREASURER'S REPORT FROM JUNE 1, 1916 TO JUNE 1, 1917.

RECEIPTS.

Association Funds.

Balance from June 1, 1916.....	\$ 5,863.14
Nov. 20, Rural Department.....	30.00
Nov. 18, Dec. 13, Memberships.....	8,113.00
Interest from June to November inclusive.....	27.35
Dec. 22, Credit to offset returned checks.....	2.00
Interest of Saving Fund.....	81.45
Interest Dec.	6.13
Jan. 10, 1917 Hawkins (refund).....	2.00
Feb. 3, Rural School Department.....	6.00
Feb. 3, from Advertising.....	752.00
Jan. 10, Enrollments.....	9.00
Feb. 3, Enrollment.....	1.00
Feb. 14, Enrollment.....	1.00
Mar. 3, Enrollments.....	3.00
Mar. 8, R. C. Exploitation Bulletin.....	150.00
Mar. 10, Enrollment.....	1.00
Apr. 7, Advertising.....	310.00
May, 11, Enrollments.....	3.00
May 11, January, February, March and April Int.	16.74
May 31, Advertising.....	180.00
June 1, Advertising.....	190.00
Total Receipts	\$15,747.81

EXPENDITURES

Secretary's Salary General Fund.....	900.00
Secretary's Salary Advertising Fees.....	248.40
Secretary's Salary Membership Fees.....	405.40
Secretary's Travel	496.01
Secretary's Help General Fund.....	371.30
President's Help	30.00
Executive Com. Fund.....	520.96
Bulletin Fund	1,668.9-
Printing Fund	569.53
Postage Fund	563.44
Telephone Fund	74.77
N. E. A. Fund.....	186.05
Contingent Fund	249.64
Program Expense Fund.....	436.60
S. W. Mo. Ass'n Fund.....	300.00
Program Talent Fund.....	1,685.40
Legislative Com. Fund.....	154.18
Badge Fund	277.73
Treasurer's Help	232.55
Office Furniture	96.25
English in the Grades.....	48.09
Reporting Meetings	15.00
Com. on Const. Stat. Code.....	127.59
Com. on Const. Convention	1,596.66
Charged off by bank for two bad checks (no warrants).....	2.00
 Total Expenditures	 <u>\$11,256.54</u>
 Balance	 <u>\$4,491.27</u>

Reading Circle Funds.

RECEIPTS.

1916

June 1, Reading Circle Balance.....	\$ 1,454.11
Oct. 21, Teachers' Reading Circle Promotional Fees	488.70
Sept. 9, Pupils' Reading Circle Sales.....	80.98
Dec. 1, Pupils' Reading Circle Sales.....	7,363.15
Dec. 13, Pupils' Reading Circle Sales.....	3,353.30
June, July, August and September Int. 1916.....	4.58

1917

Jan 9. Pupils' Reading Circle Sales	2,217.64
Feb. Interest on Savings.....	5.25
Feb. 3, Pupils' Reading Circle Sales.....	2,519.43
Feb. 19, Money for Grading Reading Circle Papers.....	11.23
Interest for December 1916 and January 1917.....	19.21
Feb. 23, Pupils' Reading Circle books.....	1,083.13
Feb. 23, Promotional Fee for Parker (Ginn).....	50.00
Feb. 23, Rebate on Bagley (Macmillan).....	68.60
Feb. 23, Rebate on Kennedy (Macmillan).....	353.80
Apr. 5, Pupils' Reading Circle Sales.....	1,655.45
May 11, Rebate (Ginn), on Parker.....	25.20
May 11, Promotional Fee (Heath), Essays.....	50.00
May 11, Rebate (Heath), Essays.....	175.80
May 11, Rebate (Macmillan) Fundamentals.....	152.80
May 11, Feb, March and April Interest.....	13.99
May 31, Pupils' Reading Circle Interest.....	33.58
May 31, Rebate (Hall & McCreary) P. R. C.....	1.00
May 31, Rebate (Ginn) Pupils' Reading Circle.....	1.08
May 31, Rebate (Houghton).....	6.04
May 31, Rebate (Macmillan) Fundamentals.....	27.80

May 31, Rebate (Macmillan) Bagley.....	3.60
May 31, Rebate (Ginn) Parker.....	4.20
May 31, Rebate (Heath) Essays.....	120.40
May 31, P. R. C. Books sold.....	58.68
May Interest	4.11
Totals	\$21,406.84

EXPENDITURES

Reading Circle Printing.....	\$ 510.61
Reading Circle Appropriation Sec. Salary.....	600.00
Reading Circle Board Meeting.....	198.23
Reading Circle Exploitation in Bulletin.....	150.00
Reading Circle Postage.....	651.12
Reading Circle Contingent.....	234.87
Reading Circle Appropriation Secretary Help.....	595.90
Reading Circle General	15,543.21
Totals	\$18,483.94

Balance Reading Circle Fund \$2,922.90

This report was audited by the Finance committee.

Respectfully submitted,

E. M. CARTER, Secy-Treas.,

M. S. T. A.

Columbia, Mo., June 1, 1917.

TREASURER'S REPORT FROM JUNE 1, 1917 TO JANUARY 2, 1918.**Association Funds.****RECEIPTS.**

June 1, 1917 Balance.....	\$ 4,493.26
\$ 321.06 Merhc. Trust Co.	
\$1,432.00 Sturdivant Savings	
\$2,740.20 Merc. T. Savings	

In Sturdivant Bank—Savings:

July 1, Interest 16.86

In Sturdivant Bank—Checking:

July 11, Int. on Funds in Merc. Savings	41.10
Aug. 1, Int. July	1.13
Sept. 1, Int. Aug.	1.25
Oct. 1, Int. Sept.50
Oct. 10, C. Enroll	222.00
Oct. 15, C. Enroll	159.00
Oct. 20, C. Enroll	221.00
Nov. 2, Int. Oct.18
Nov. 10, C. Enroll	1,731.00
Nov. 20, Kansas City Enroll	1,192.00
St. Louis Enrollment	1,099.00
Dec. 3, Maryville Enroll, 1917	421.00
Dec. 14, St. Louis Enroll	59.00
Dec. 1, Nov.	2.62
Jan. 2, St. Louis Enroll	26.00
Jan. 2, Adv.	449.50
Jan. 2, Enroll at Meeting	1,785.00

MISSOURI STATE TEACHERS' ASSOCIATION

55

Jan. 2, C. Enroll	749.00
Jan. 2, C. Enroll	29.50
Jan. 2, Tickets	73.25
Jan. 2, Int. Dec.	2.23
Total	\$12,774.38

DISBURSEMENTS.

Sec. Sal. Gen. Fund	\$ 758.31
Sec'y Travel Fund	306.65
Sec'y Help Gen. Fund	109.00
Bulletin Fund	597.73
Executive Com. Fund	420.91
Printing Fund	429.58
Postage Fund	413.84
Telephone Fund	49.15
Contingent Fund	69.76
Program Expense Fund	402.75
Badge Fund	188.90
Treasurer's Hdpg Fund	72.00
N. E. A. Fund	47.25
Office Furniture	7.50
Program Talent Fund	1,126.38
Rural School Survey Fund	983.70
Total	\$5,983.41

Warrants 1 to 150 Inc.

Balance Association Funds

Reading Circle Funds:

RECEIPTS.

June 1, 1917 Balance	\$ 2,922.90
	\$2,711.47 Farmers T. C.
	\$ 211.43 St. Louis U. Bank.

In St. Louis Union Bank:

July 2, Dep. Bobbs-Merrill (Pro-Fee)	50.00
July 2, Dep. Macmillan (Pro-Fee)	50.00
July 2, Dep. Row, Peterson (Pro-Fee)	50.00
July 2, Heath (Reb.)	52.80
July 2, Atkinson (Pro-Fee)	67.32
July 2, Atkinson (Pro-Fee)	2.08
June Interest	2.75

In First Nat'l Bank:

July 7, Sales P. R. C. Bks.	225.14
July 7, Sales P. R. C. Bks.	51.80
Aug. 4, Gen. Reb. Houghton P. R. C.	41.07
Aug. 11, T. R. C. Reb. Macmillan.....	147.80
Aug. 28, Reb.	167.50
Sept. 10, Reb. Ginn (Parker)	7.44
Sept. 25, Sales P. R. C. (1-236)	1,320.29
Nov. 10, Sales P. R. C. (237-1282)	7,391.11
Jan. 2, Sales P. R. C. (1283-2354)	8,879.33

In Farmers Trust Co:

Aug. 1, Int. Feb. 1, Aug. 1, 1917	40.30
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Total

\$21,469.63

DISBURSEMENTS.

R. C. Appro. Sal Fund	\$ 350.00
Adding Machine Fund	125.00
R. C. Board Meeting	16.66
R. C. Fees Sec'y Sal. Fund	293.76
It. C. Printing Fund	382.06
R. C. Postage Fund	733.12

R. C. Frt. Dray, Exp.	83.96
R. C. Contingent Fund	163.31
R. C. Appro. Sec'y Help Fund	662.48
P. R. C. Books Fund	67.50
Total	\$2,877.85

Warrants 1 to 87 Inclusive.

Balance Reading Circle Funds \$18,591.78

This report was audited and sworn to by E. F. Ruether, Treasurer of Boone County Trust Co., Columbia, Mo. Jan. 2, 1918.

Respectfully submitted

E. M. CARTER, Sec'y.-Treas.

M. S. T. A.

BRIEF GENERAL STATEMENT OF FINANCES OF M. S. T. A.

January 2, 1918.

Association Funds.

RECEIPTS.

Balance June 1, 1917	\$ 4,493.26
Receipts from June 1, to date	8,281.12
Due from Divisions	3,342.50
Total	\$16,116.88

EXPENDITURES.

Warrants issued since June 1, 1917	\$ 5,983.41
Due District Associations (35c on 11,036 members).....	3,862.60
Total	\$ 9,846.01

Balance	\$ 6,270.87
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Reading Circle Funds

RECEIPTS.

Balance June 1, 1917	\$ 2,922.90
Receipts from June 1 to date in bank	18,546.73
R. C. Promotional fees due from Book Companies (Approximate)	400.00
Rebates in T. R. C. Books (Approximate)	1,000.00
Due from Districts on P. R. C. Books	1,075.00
Total (approximate)	\$23,944.63

EXPENDITURES.

Warrants issued since June 1, 1917 to date.....	\$ 2,877.85
Amount due for P. R. C. Books (Approximate)	16,625.00
Total (approximate)	\$19,502.85
Balance (Approximate)	\$4,441.78

EDUCATIONAL COUNCIL

President, E. L. Hendricks, Warrensburg.

Secretary, Mrs. M. E. Griffin, Kansas City.

The Educational Council met in the Banquet Room, Coates House on Wednesday evening, November 14th, at 8 o'clock.

The meeting was called to order by President E. L. Hendricks. The first topic, Federal Aid and Vocational Teaching, was presented by President John R. Kirk. An interesting discussion by Messrs. Dearmont, Carrington, Martin and others followed.

The second subject, The Investigation and Study of the Rural Schools of Missouri, was ably introduced by Mr. A. G. Capps, who was followed by Mr. Melcher.

State Superintendent Lamkin gave valuable suggestions on both subjects under consideration.

The following officers were unanimously elected for next year: President, Supt. Herbert Pryor, Mexico; Secretary, Miss Helen McKee, County Superintendent Clark County, Kahoka.

No further business appearing the meeting adjourned.

E. L. HENDRICKS, President,
Warrensburg.
MRS. M. E. GRIFFIN, Secretary,
Kansas City.

THE CO-OPERATIVE INVESTIGATION AND STUDY OF THE RURAL SCHOOLS OF MISSOURI.

By A. G. Capps, Secretary, Columbia.

Mr. President, Ladies and Gentlemen:

We certainly wish to thank your president for the opportunity to present to the Educational Council, the most progressive body of school people in the state, an outline of the Co-operative Investigation and Study of the Rural Schools of Missouri. We have refrained from calling this activity a survey because, among other reasons, most surveys have come and gone doing neither good nor harm. The reports of these are for the most part now resting in dusty nooks in out-of-the-way shelves. Our investigation and study is different. It has depth, we hope, as well as width. It is initiated and conducted by all the teachers of Missouri in the interest of all children of all the rural schools. The possibilities are great, and will be realized provided we can have the aggressive cooperation of all the friends of education.

2. **Official Origin.** On June 25, 1917, Governor Gardner wrote the following letter to Hon. Uel W. Lamkin, State Superintendent of Public Schools:

Prof. Uel W. Lamkin,
Jefferson City, Mo.

Dear Professor:

The statement has frequently been made that the Missouri public school system ranked low in efficiency among the systems of the States of the Union. If this is true, we should take steps as soon as possible to remedy the conditions. If it is not true, we ought to be able to make authoritative reply to the statement.

The 1919 Session of the General Assembly is a revising session. At that time the members of the House and Senate should have in their possession such facts regarding the school system of the state as will enable them to give intelligent consideration to its needs, with the view of increasing its worth to the people of Missouri.

I am, therefore, asking that you, as State Superintendent of Public Schools, together with the Missouri State Teachers' Association, and the public and private educational institutions of Missouri, as far as you can enlist their support, make a survey of the elementary schools of this state, particularly of the one room country schools.

This survey should cover the physical conditions of the schools, their support, methods of instruction, adaptability of courses of study to the needs of the community, qualifications of teachers, and other facts bearing upon the efficiency of the public school system in this state.

If possible, I should like to have you secure the co-operation of any of the out-of-state agencies which you may interest, particularly those which have criticized our schools.

I should like to have a report of the investigations, together with such recommendations as the educational authorities in Missouri care to make, at a date early enough that these findings and recommendations may be presented through your annual report for the year ending June 30th, 1918, to the Governor and the General Assembly of the State of Missouri.

Very truly yours,
(Signed) FREDERICK D. GARDNER,
Governor.

3. First Steps.—Acting upon this letter, the State Superintendent of Public Schools, his department, and the Missouri State Teachers' Association, are jointly undertaking an investigation and study of the rural schools of Missouri.

The Executive Committee of the Missouri State Teachers' Association engaged the late Dr. Abner Jones of the University of Missouri to direct the investigations. In justness to him it should be said that he was the best trained man in rural school education in the United States, and it is certainly unfortunate for Missouri that death prevented his conducting the investigation and study of the rural schools of the state.

4. Reorganization.—Upon his death the Executive Committee of the State Teachers' Association appointed a committee on Co-operative Investigation and Study of the Rural Schools of Missouri to represent the State Teachers' Association. The members of this committee are:

Hon. Uel W. Lamkin, State Superintendent of Public Schools, Chairman.
Mr. George Melcher, Director Research and Efficiency, Kansas City Public Schools.

Mr. C. E. Burton, County Supt., Wayne County.
Mr. Herbert Pryor, Superintendent of Schools, Mexico.

Hon. W. K. James, Member Missouri Legislature.

Hon. Wallace Crossley, Lieutenant Governor.

Hon. P. P. Lewis, President State Board of Agriculture.

This committee saw fit to appoint me as its secretary.

5. Co-operating Bodies.—The co-operation of the State University, of the five normal schools, of the schools belonging to the Missouri College Union, of the county superintendents, of the city superintendents, and principals, of the teacher-training teachers, of the rural school teachers, of the Daughters of the American Revolution and of the Missouri Federation of Women's Clubs has been requested. The high per cent of favorable replies in every case is exceedingly gratifying.

6. Representatives of Educational Institutions.—The presidents of the educational institutions, public and private, were requested to appoint one member of their faculty to represent their institutions in the investigation and study. Accordingly the following representatives were appointed:

Mr. J. D. Elliff, University of Missouri.
Mr. Mark Burrows, First District Normal School.
Mr. Burt W. Loomis, Second District Normal School.
Mr. S. A. Kruse, Third District Normal School.
Mr. F. F. Thompson, Fourth District Normal School.

Mr. Geo. H. Colbert, Fifth District Normal School.
Mr. J. T. Williams, Drury College.
Mr. W. O. Lewis, William Jewell College.
Mr. Edgar J. Swift, Washington University.
Miss M. E. Cross, Missouri Valley College.

These people form the staff of educational experts who are to direct the technical detailed work of the investigation of the rural school. Most of the members of this staff have given valuable constructive criticisms of the plans and have helped to formulate the organization for carrying on the work. Owing to the lack of adequate funds, the investigation would have been impossible had not these people tendered their services to the committee representing the Missouri State Teachers' Association.

7. Organization for Directing Field Work.—The organization for directing the field work is as follows: The state has been divided into five large districts, conforming to the normal school districts. In general, the representative from each normal school is to direct the work in his district, the exception being that the colleges are to direct the work in the counties in which they are located. If Mr. Elliff, the representative from the University of Missouri, had not been out of the state this fall, a district would have been created for him to direct.

The normal schools and colleges form the centers to which field forms, supplies, etc., are shipped for distribution to the field workers. When the field investigations are finished the data will be returned to these centers for distribution to the points where it will be tabulated.

8. Organization for Tabulating Data.—It is impossible and impractical for the committee representing the State Teachers' Association or its secretary to tabulate the great mass of data that is being collected and will be collected. Therefore it was decided to ask the educational institutions of the state to do this work. The representative of the University and of each normal school has volunteered to tabulate the data bearing on one or more phases of the rural school problem. Each representative is selecting the phase that he is most interested in and is most competent to handle. To date not all the representatives have made selections, but they soon will.

When the personal inspection of the schools is finished, all the data collected in a given district will be sent to the educational institution that was the distributing center for that district. Then the representative of that educational institution will take out the data that bears on the problem that he has selected, and send the data bearing on other problems to the representatives that are going to handle them. In the published report each representative will be given credit for the problem that he has worked up.

9. Field Workers.—It has been planned that the personal inspection of the schools will be made by faculty members of the educational institutions of the State, by city superintendents, and principals where necessary, and by teacher-training teachers. Most of the inspection will be done by the latter. The meagerness of the funds for carrying on the investigation makes it necessary that the work be donated entirely. Out of the 104 teacher training teachers in the state, 90 some odd have signified their willingness to give five to seven days of their time to the investigation of schools in their county.

The field workers are to be at no expense except for their board. Their transportation is furnished in various ways. The county superintendents in a great many counties have offered to furnish the field workers transportation. The Daughters of the American Revolution have offered transportation for the field workers who go out of the towns in which chapters are located. The Missouri Federation of Women's Clubs which represent 20,000 women in the state have volunteered to assist in conveying field workers to the rural schools.

10. Method of Selecting Schools to be Investigated.—The limitations of time and of money made it necessary to limit the number of schools investigated. The method of selection raises a rather difficult question. In the many conferences held, a great number of suggestions arose. The method finally chosen represents a combination of the practical and the theoretical.

The number of schools to be visited by field workers and inspected was finally set at 10% of the one room rural schools in each county in the state. For example in a county having 100 such schools, 10 would be visited by one or two field investigators. These ten schools might be selected in many ways, but it was finally decided to ask each county superintendent to list on a blank provided for the purpose ten of the best schools, ten of the medium, and ten of the poorest in his county. (By the way, it should be noted that 107 of the county superintendents to date have complied with this request). He also gave the number of miles from the county seat and from the nearest teacher-training school and the best means of travel to reach each of the schools listed. From this list ten per cent of the rural schools of the county are to be selected by the representatives from the educational institutions in each district. The ten per cent will be selected in such a way that one of the schools will be taken from the ten best, one from the ten poorest, and the remainder of the per cent from the ten medium schools. In the case of the counties from which the thirty schools were not reported, random selection will be used. The educational institutions' representatives will assign the selected schools to the field workers.

11. **Data to be Gathered.**—Having given the broad outlines of the organization for investigating the schools, we shall next consider the field forms for collecting the data. A great deal of time and energy has been spent in the preparation of the field forms to be used by the people who make the personal inspection of the schools. At first a tentative set was drawn up and then sent to some twelve or fifteen people for criticisms. Several conferences were held and the forms were discussed. After this was done the field forms were edited in the light of the various criticisms of the original tentative set. Therefore the final set is a composite of the judgments of rural school experts, experts in general education, school efficiency experts, business men, etc.

The field forms to be used are as follows:

Field Form A—General Instructions for making the personal inspection of the schools.

Field Form B—Instructions for Handwriting Test.

Field Form C—Ayres Spelling Test.

Field Form D—Arithmetic Test (Courtis) for Grades 4, 5, 6, 7, 8.

Field Form E—Instructions for Giving Arithmetic Test.

Field Form F—Reading Test (Courtis) for Grades 2, 3, 4, 5, and 6.

Field Form G—Instructions for Giving Reading Test.

Field Form H—Age-Grade Census and Daily Program.

Field Form I—Teachers' Schedule.

Field Form J—Building, Equipment and Library Schedule.

Field Form K—Social Schedule.

Field Form L—Economic Schedule.

Field Form I, the Teacher's Schedule, and Field Form J, the Building, Equipment, and Library Schedule were sent to every rural school teacher in the state in the early part of August and several thousand teachers have filled them out and returned them to the office. However, each investigator will take four or five of each of these schedules when he visits schools and have the teachers fill them out, provided they have not sent them in.

Another field form not mentioned in the preceding list covers the consolidated schools and will be used by Mr. Oakerson of the State Department of Education in his inspection of these schools.

Hence we feel that the chief phases of the rural schools will be covered in the investigation and study of them as outlined in the field forms. However the committee is always open to suggestions and invites them. No doubt we shall find as the investigation proceeds that some vital phases have been overlooked.

12. **Progress of Investigation to Date.**—To date, we can report that the field forms are worked out, printed, and sent to the various centers for distribution to the field workers. The organization for conducting the investigation is complete in practically every detail and several thousand reports on the teachers, and the building, equipment and library are in the hands of the

committee. This leaves to be done as rapidly as possible the distribution of the supplies to the field investigators, the personal inspection of the schools, the tabulation of the data, the formulation of recommendations and the publishing of the findings. All of which will be completed by June 30th, 1918.

13. Conclusion.—In conclusion, we have entered the present Great War with the avowed purpose of "freeing the world for Democracy." Our monarchial opponents are powerful and cunning. The exigencies of the occasion demand that we list and classify our man-power and test the efficiency of all our institutions. The war has brought into the eyes of the world the vast importance of the rural population which produces the staple foods for the military and industrial classes, not only for our nation, but for the weakened nations of Europe who are our allies. The task is doubly hard for our farmers because a great many are now engaged in the non-food producing activities of war. Greater food production for those who remain at home is necessary. A highly efficient rural population during the war and for the reconstruction period following depends on the education of this class. The educational institution of these people, the one room rural school, must be rigorously investigated to determine its present efficiency and future possibilities. The findings should be made known to the rural classes and to all people connected directly or indirectly with them. A powerful campaign of education and propaganda should follow. One night next fall a light should be burning in every rural school house in the state. Speakers should proclaim the findings in telling terms. The 1918 Session of the Legislature should enact the needed laws.

You who are here should give your active co-operation in every phase of this great undertaking so that its latent possibilities will be realized. Finally, in the spirit of patriotism and of scientific knowledge we are pleading for your co-operation.

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